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ABSTRACT

The North Carolina Rural Renaissance Project was initiated in September 1976 by a consortium of 10 community colleges located throughout the state. Its primary objectives were to provide teachers with instruction and experience in developing and producing audiovisual instructional modules; to design and produce modules on adult basic education and vocational education topics; and to disseminate the modules throughout the state. A broader underlying goal was to provide educational opportunities for the state's rural population at times and places more convenient to their needs. This project report begins by discussing the organization, governance, and concerns of the consortium. It then outlines the use of state, regional, and local workshops as the primary vehicles of staff development and describes the resultant establishment of module production teams and other project outcomes. The report goes on to provide timetables for the production of 243 modules and to briefly describe their content and mechanisms for their evaluation. The report's next section describes the low-cost statewide dissemination process, listing the 61 institutions that have reviewed and/or ordered the modules. Eight appendices are included: the module catalog and order form; a consortium organizational chart; job descriptions for consortium administrators; a module critique form; a list of projected modules; a project workshop agenda; and a module assembly checklist. (JP)

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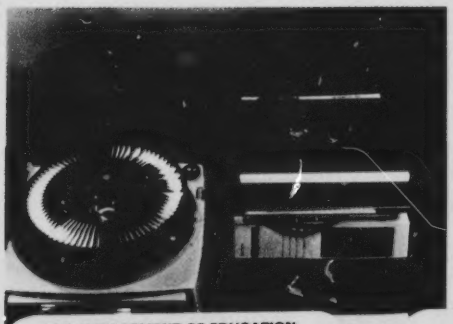

NORTH CAROLINA

Rural Renaissance Project

1976-1980

TECHNICAL REPORT

June, 1981

H. Lynn Moretz

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
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JC 810 349

North Carolina Department of Community Colleges

Occupational Education Research Services

Adult Developmental Services

Raleigh, NC 27611

PARTICIPATING INSTITUTIONS

Beaufort County Community College
Blue Ridge Technical College
Caldwell Community College and Technical Institute
Catawba Valley Technical College 1976-78
Central Carolina Technical College
Central Piedmont Community College
Edgecombe Technical College
Guilford Technical Institute
Johnston Technical College
Martin Community College 1976-78
Southwestern Technical College
Surry Community College 1976-77
Wilson County Technical Institute

ABSTRACT

The North Carolina Rural Renaissance Project (1976-1980) was initiated in September, 1976, by a consortium of 10 community college system institutions located throughout the state. Primary project objectives were:

- Staff Development--To provide instruction and experience in developing and producing audiovisual instructional modules.
- Instructional Module Production--To design and produce audiovisual modules in a format that can be used immediately with slide/tape equipment or subsequently adapted to videocassette or videodisc for television transmission and for other instructional delivery strategies.
- Module Dissemination--To facilitate and encourage the dissemination and use of project modules with learners throughout the state.

Broader goals underlying the project's formation included the exploration of strategies designed to provide educational opportunities for a greater proportion of the state's population at times and places more convenient to their needs.

The project consortium was organized into three regions generally conforming to the mountain, piedmont, and coastal plain areas. Each region contained three project institutions. One institution in each region served as the regional coordinating unit (RCU). The North Carolina Department of Community Colleges maintained active and supportive liaison with the project through the project director.

During the period 9/76 - 6/80, funding was provided by Federal Vocational Education Research, Federal Vocational Education Exemplary,

and State funds administered by the North Carolina Department of Community Colleges. Beginning July 1, 1980, 100 percent state funds were provided the consortium by the North Carolina General Assembly.

The project has provided training and direct experience in instructional materials development to more than 200 people in participating institutions. Nine statewide workshops were conducted, along with numerous regional and local training sessions. In addition, approximately 1500 people representing virtually all of the 58 system institutions and many other states have attended workshops or presentations led by the consortium director as well as regional or local coordinators.

From its inception through 6/30/80, the project contracted to produce 251 instructional modules. Production has consistently exceeded the contract requirements with 34 modules developed in excess of project requirements.

One of the most valuable project outcomes is the dissemination arrangement established as a result of the project. Through the cooperation of the Rural Renaissance Consortium and the North Carolina Department of Community Colleges, modules are available to state institutions at the cost of reproduction. This results in savings of 60 to 75 percent based on commercial prices for slide/tape audiovisual materials. For example, a module containing 80 slides, an audiocassette, script, tests and handouts costs only $21. To date almost 2500 project module copies have been reproduced for dissemination. More than 60 institutions have previewed and/or ordered modules.

ACKNOWLEDGEMENTS

A debt of gratitude is owed to hundreds of people who have worked to accomplish the goals of the North Carolina Rural Renaissance Project. Included are instructors, artists, technicians, secretaries, students and many others.

Special gratitude is expressed to the presidents (past and present) of Rural Renaissance Consortium institutions for their leadership and support:

James P. Blanton, Beaufort County Community College
William D. Killian, Blue Ridge Technical College
H. Edwin Beam, Caldwell Community College and Technical Institute
Robert B. Paap, Catawba Valley Technical College (1976-78)
J. F. Hockaday, Central Carolina Technical College
Richard H. Hagemeyer, Central Piedmont Community College
Charles B. McIntyre, Edgecombe Technical College
Woodrow B. Sugg, Guilford Technical Institute (1976-77)
H. James Owen, Guilford Technical Institute (1977-78)
W. Raymond Needham, Guilford Technical Institute
John W. Tart, Johnston Technical College
Joseph B. Carter, Martin Community College (1976-77)
Isaac B. Southerland, Martin Community College (1977-78)
Edward E. Bryson, Southwestern Technical College
Swanson Richards, Surry Community College (1976-77)
Ernest B. Parry, Wilson County Technical Institute

The following people deserve special thanks for their contributions as local and/or regional coordinators. Jim Farmer, Mark McGrath, Jack Cherry, Beaufort County Community College; Laurel Krautwurst, Blue Ridge Technical College; David Pipes, Marischa Cooke, Bill Perkins, Don Altieri, Caldwell Community College and Technical Institute; Doris Weddington, Michael Jenkins, Catawba Valley Technical College; Anne Geer, Doris McIlwain, Frances Andrews, Central Carolina Technical College; Kathy Munday.

Edgecombe Technical College; Ken Frazer, Ben McFadyen, Guilford Technical Institute; Bob Carpenter, Johnston Technical Institute; Rosemary Stevenson, Martin Community College; Bob Clark, Mary Triplette, Southwestern Technical College; Jim Templeton, Surry Community College, Garry Dew, Wes Hardison, Toni Patterson, Wilson County Technical Institute.

Appreciation is also extended to Pamela Doyle and Judy Stephenson of the North Carolina Department of Community Colleges for their leadership in module dissemination at the state level, and to Don Ambrose and the Central Piedmont Community College media production staff for their assistance in reproducing slides and tapes.

Finally, to Fred W. Manley, principal liaison with the Department of Community Colleges our appreciation for his continuing interest, sound advice and valuable assistance.

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NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

RESEARCH AND DEVELOPMENT PROJECT
IN THE
COMMUNITY COLLEGE SYSTEM

Title: North Carolina Rural Renaissance Project, 1976-1980.

Purpose: To develop an organizational model and establish a statewide consortium of 10 North Carolina Community College System institutions to conduct a project which would:

(a) Provide staff training in audiovisual instructional materials development;

(b) Design and produce audiovisual learning modules for occupational and adult basic education curricula; and

(c) Facilitate dissemination and use of the modules with learners throughout North Carolina.

Dates: September 1, 1976 - June 30, 1980 (46 months)

Cost: $583,332 ($150,435 Federal Vocational Education Research, $400,690 Federal Adult Basic Education, $28,071 Federal Vocational Education Exemplary, and $4,136 State funds)

Agency: Central Piedmont Community College, P. O. Box 35009, Charlotte, NC 28235

Director: H. Lynn Moretz (July, 1977 - June, 1980)
William A. McIntosh (September, 1976 - June, 1977)

CONSORTIUM ORGANIZATION, GOVERNANCE, DIRECTION

The formation of the consortium to conduct the North Carolina Rural Renaissance Project (NCRRP) was influenced by certain unique demographic characteristics of North Carolina. Although it is the tenth most populous state, more than half of all North Carolinians live in rural areas, compared to about one-fourth nationally. Manufacturing is the largest employer and the leading source of personal income, but many workers clearly prefer to commute rather than leave their rural heritage to live in urban areas.

The state's 58 institution community college system includes a campus located within 30 miles of more than 99 percent of the population. All of the institutions are oriented to commuters. While most students drive fewer than 16 miles (one way) to class, approximately one-fourth of them drive between 16 and 35 miles. Commuting is a way of life for community college students, necessary for learning as well as for employment.

With future petroleum supplies in question and current prices soaring, campus-based, commuter-dependent instruction may become out of reach for many students who must choose between driving to work and driving to class. If community colleges are to fulfill their promise of accessible, affordable education for North Carolina's large rural population, ways must be found to deliver instruction to local learning centers, places of employment and homes.

These concerns led to the organization of the North Carolina Rural Renaissance Consortium in September, 1976, with the following fundamental project goals:

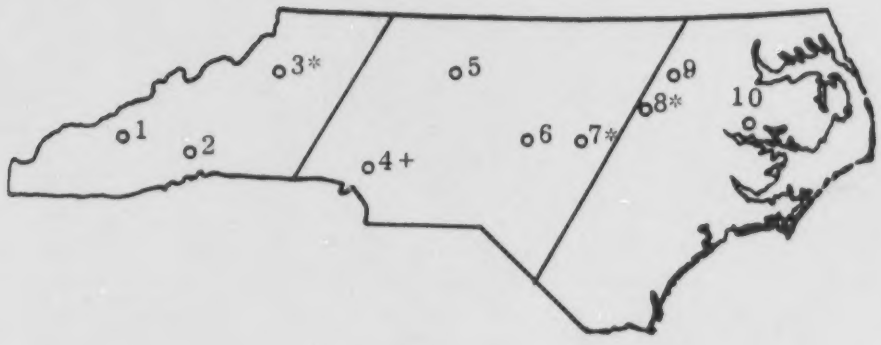
1. Staff Development. To provide training and experience in developing audiovisual learning materials in a slide/tape format that would be adaptable to existing equipment, television transmission, videocassette and videodisc.

2. Learning Module Production. To produce learning modules in Adult Basic Education (ABE), Vocational/Technical (VT) and other curriculum areas.

3. Facilitate Dissemination. To assist the Department of Community Colleges in promoting dissemination and use of project modules throughout the community college system and in other public educational institutions.

Consortium organizers were convinced that video technology could enable colleges to expand future educational opportunities in rural as well as urban areas. Consortium goals recognized the need for developing staff capabilities in designing and producing audiovisual learning materials as well as low-cost dissemination strategies.

The consortium was organized into three regions (West, Central, East) conforming to the major geographic divisions of the state--the mountains, piedmont and coastal plain. Each region contained three consortium institutions, one of which served as the Regional Coordinating Unit (RCU). Central Piedmont Community College provided overall coordination and direction for the consortium. The map below shows the location of current consortium members.



North Carolina Rural Renaissance Consortium Institutions:

1. Southwestern Technical College, Sylva
2. Blue Ridge Technical College, Flat Rock
*3. Caldwell Community College and Technical Institute, Lenoir
+4. Central Piedmont Community College, Charlotte
5. Guilford Technical Institute, Jamestown
6. Central Carolina Technical College, Sanford
*7. Johnston Technical College, Smithfield
*8. Wilson County Technical Institute, Wilson
9. Edgecombe Technical College, Tarboro
10. Beaufort County Community College, Washington

* Regional Coordinating Unit (RCU)

\+ Consortium Directing Institution

Governance was provided by a board of directors composed of the presidents of the 10 consortium institutions. The consortium-directing institution's president served as board chairman. He also chaired the

executive committee which included the presidents of the three regional coordinating institutions and the directing institution's president.

The board of directors established policy guidelines and broad annual goals in addition to approving the institutional funding allocations and production commitments.

Day-to-day operations were conducted through an organization consisting of the project director, the three regional coordinators and six local coordinators. The project director was ultimately responsible for all operational functions relative to staff development, module production, coordination with funding agencies and proposal writing. In addition, he served as the local coordinator in the project-directing institution.

The North Carolina Department of Community Colleges provided program and fiscal support services through its Office of Research (now Occupational Education Research Services of the Division of Planning and Research Services).

Project activities within each region were coordinated by the regional coordinators, who also served as local coordinators in their respective institutions.

In the remaining six institutions, a local coordinator was responsible for project activities, but had no responsibility for direction or coordination outside his/her institution. An organization chart for the consortium is provided in Appendix B. Job descriptions for the project director as well as for regional and local coordinators are shown in Appendix C.

One of the ten original institutions, Surry Community College,

withdrew from the consortium at the end of the first year citing lack of personnel and financial resources to continue. Numerous applications were received from other institutions in the western region to fill that vacancy. Each applicant institution was visited by a team from the western regional coordinating institution. Southwestern Technical College was selected as a replacement and joined the consortium effective July 1, 1977.

Two other institutions withdrew effective June 30, 1978, citing as a principal factor the loss of key leadership personnel (the local coordinators). Catawba Valley Technical College was replaced by Blue Ridge Technical College in the western region, and Martin Community College was replaced by Edgecombe Technical College in the eastern region effective July 1, 1978. No changes have occurred in consortium membership since that time.

OUTCOMES--STAFF DEVELOPMENT

The major staff development goal was to provide training and experience to instructors in the design, development and production of audio-visual learning materials.

Statewide, regional and local workshops were the primary training vehicles. Nine statewide workshops were conducted for project participants and others. In addition, at least twenty regional workshops and dozens of local training sessions were conducted by the project director as well as the regional and local coordinators.

More than 200 different individuals participated in project sponsored workshops and subsequent module development. Included were approximately 125 instructors or content specialists and at least 75 others such as artists, photographers, audio technicians, narrators and coordinators.

At least 1500 other persons representing virtually all the 58 system institutions and many other states attended workshops or presentations led by the project director, regional coordinators, or local coordinators. The following is a partial listing of non-consortium organizations to whom presentations were made.

1.	NC Winter Media Conference	Winston-Salem	1977
2.	NC Learning Resources Association	Raleigh	1977
3.	James Sprunt Institute	Kenansville	1977
4.	ACCTion Consortium	Atlanta	1977
5.	NC State Board of Education	Raleigh	1977

6.	Optomists Club	Lenoir	1977
7.	Occupational Research Unit Dissemination Conference	Greensboro	1977
8.	NC Department of Public Instruction	Raleigh	1978
9.	ACCTion Consortium	Lenoir	1978
10.	NC Community College Conference	Winston-Salem	1978
11.	Optomists Club	Charlotte	1978
12.	NC Learning Resources Association	Greensboro	1978
13.	Department of Community Colleges Office of Research Advisory Committee	Raleigh	1978
14.	Consortium for Sharing Instructional Materials	Burlington	1978
15.	NC Community College Presidents Association	Burlington	1979
16.	NC Winter Media Conference	Fayetteville	1979
17.	NC Learning Resources Association	Charlotte	1979
18.	Mental Health Center	Sanford	1979
19.	Rotary Club	Clayton	1979
20.	Mental Health Center	Smithfield	1979
21.	NC Association of Institutional Research	Raleigh	1979
22.	NC Community College Business Department Heads	Wrightsville Beach	1979
23.	NC State Board of Education	Raleigh	1979
24.	Macon County Health Department	Franklin	1979

25.	Eastern Regional Community College Presidents' Association	Wilson	1980
26.	Regional Health Center	Greenville	1980
27.	Department of Community Colleges Occupational Education Research Services Advisory Committee	Charlotte	1980
28.	State ABE Conference	Raleigh	1980
29.	Demonstrations of modules in 48 non-consortium community colleges	Statewide	1980-81
30.	American Association of Community and Junior Colleges National Conference	Washington, DC	1981

Topics receiving primary emphasis at staff development workshops included the following.

1. Systematic Approach to Instructional Design and Development
2. Scriptwriting
3. Technical Aspects of Photography, Audio and Graphic Arts
4. Integrating Visual and Verbal/Aural Components of Instructional Programs
5. Module Critique and Validation (An extremely valuable product of the project is the critique form presented in Appendix D.)
6. Characteristics of Target Learner Populations, Especially the Adult Basic Education Learner
7. Demonstrations of New Technology Related to Instruction (For example, the project sponsored the first public demonstration of the videodisc to educators in North Carolina, October 11, 1979.)

The agenda for a typical statewide project workshop is presented in Appendix E.

As a result of the staff development and organizational strategy of the project, module production teams were established in each institution. In addition to producing project modules, these teams provided leadership and technical support for other local materials development efforts.

One significant example of this spin-off is the creative effort at "CPCC on the Square." CPCC on the Square is an outreach project at Central Piedmont Community College. Its goal is to provide basic instruction to adults and younger high school dropouts at a location convenient to a large proportion of the lowest income population of Charlotte, North Carolina.

In 1977, instructors there were invited to participate in the NCRRP and to develop modules for adult basic education. Ten instructors elected to participate, were trained, and subsequently developed 14 ABE modules.

This experience kindled much enthusiasm among those instructors and their students and led to their launching "Project Learn." The thrust of Project Learn was to develop audiovisual modules specifically for their courses in basic arithmetic, English, U.S. history, human resource development and other topics.

Utilizing the training and experience gained through the NCRRP, a personal 35 mm camera, and the art work of talented students at the Square, instructors Ann Hill and Regina Clay led a group of 17 instructors in the creation of more than 100 modules. As a result of their efforts, basic English, U.S. history, arithmetic and science courses are now available to their students on a self-paced basis using the spin-off modules. Moreover,

this team has developed a course for Human Resource Development (HRD) students which utilizes 23 NCRRP modules produced by project institutions throughout the state.

OUTCOMES--MODULE DEVELOPMENT

The project's staff development component focused on the creation of audiovisual learning modules. Some 200 different individuals, including approximately 125 instructors, received direct experience in designing and producing learning modules.

Through June 30, 1980, 243 modules have been produced. Module production consistently exceeded the contractual requirements so that by June 30, 1980, 34 modules had been produced (or were underway) in excess of the contracted number. The following table summarizes module production from September, 1976, through June, 1980.

SUMMARY OF COMMITMENT AND PRODUCTION
NORTH CAROLINA RURAL RENAISSANCE PROJECT
September, 1976 - June, 1980

	Contract Required			Produced		
Year	ABE	VT	Total	ABE	VT	Total
1976-77	18	42	60	18	43	61
1977-78	48	32	80	52	39	91
1978-79	35	16	51	40	32	72
1979-80	47	13	60	49*	12*	61*
	148	103	251	159*	126*	285*

Note: Production in excess of contract requirements through 6/30/80:

ABE	11 modules
VT	23 modules
Total	34 modules

*Produced or underway

The number of ABE and vocational/technical modules produced was generally proportional to annual funding from those sources. Production in excess of contract requirements included 11 ABE and 23 VT modules.

ABE modules were correlated with one or more of the adult competency objectives identified and validated by the Adult Performance Level (APL) Project conducted by the University of Texas (Austin). The ABE curriculum in North Carolina and in many other states is based upon these APL objectives.

Modules produced typically include an introduction/rationale; clearly stated behavioral objectives; pre-and posttests; and carefully sequenced instructional cycles including active learner involvement, practice and reinforcement.

Criterion standards for the modules were stated on a critique form developed early in 1977. Subsequent staff-training workshops included critique sessions in which modules were evaluated by participants and their evaluations documented on the critique form (Appendix D). The completed forms were then returned to the producing institution for corrective action as needed. These critique sessions proved to be a highly beneficial staff development activity, enhancing professionalism among the participants as well as quality of production.

Module production output of the project is best illustrated by the module catalog, included as Appendix A. This catalog lists 229 modules available as of June 30, 1980. It does not list 14 modules produced but under revision and upgrading. Module production underway for the 1980-81 year includes 58 new modules and 22 revisions of previous modules. This

represents an excess of 18 modules over the contract requirement (Appendix F).

LOW-COST MODULE DISSEMINATION

From its inception, the Rural Renaissance Consortium worked to facilitate statewide dissemination of project modules at the lowest possible cost.

A dissemination strategy developed by the project director in 1977 and subsequently implemented statewide provides modules to public educational institutions at the cost of reproduction. This averages approximately $24 per module, about one-fourth the cost of commercial materials of the same type; i.e., slide/tape modules.

The dissemination process includes the following basic components.

1. As modules are completed by NCRRP institutions, a master copy of the slides, audiotape, script, and other print materials is sent to Media Processing Services (MPS) of the North Carolina Department of Community Colleges along with a completed "Final Assembly Checklist" (Appendix G).

2. An operational check is performed by MPS, the print materials are filed for duplication, and the slides and tapes are forwarded to Central Piedmont Community College for duplication masters.

3. Institutions throughout the state request preview copies and order modules directly from MPS. (Such requests are prompted by the module catalog, presentations by project personnel, notices in newsletters, etc.) Orders are filled, shipped and billed at cost by MPS.

4. Slides and tapes are reproduced by Central Piedmont Community College at cost (currently 18¢ per slide, $3.50 per tape) as ordered by MPS. MPS reproduces the print materials, combines that with the A/V components and ships modules to the purchaser.

This cooperative arrangement functions well and is an extremely valuable outcome of the Rural Renaissance project.

The module catalog and order forms are distributed by MPS as well as NCRRP institutions. A systematic series of module demonstrations planned early in 1980 is now underway. Led by NCRRP coordinators, these module demonstrations will show modules and provide catalogs, order forms and brochures to interested staff members in all 58 institutions in the system by April, 1981.

At these demonstrations, most institutions are invited to participate not only as users of NCRRP modules, but also by sharing their own locally produced learning materials that are suitable for dissemination. Eventually, it is hoped, that all 58 institutions will be providers of learning materials for the dissemination pool, as well as users.

The statewide dissemination process now in place is believed to be unique in the country. Since the project's inception, almost 2500 module copies have been reproduced for dissemination at the cost of reproduction.

Listed below are 61 institutions and agencies which have previewed and/or ordered modules.

Community College System

Anson Technical College
Asheville-Buncombe Technical College
Beaufort County Community College
Blue Ridge Technical College
Caldwell Community College and Technical Institute
Cape Fear Technical Institute
Carteret Community College
Catawba Valley Technical College
Central Carolina Technical College
Central Piedmont Community College
Cleveland Technical College
Coastal Carolina Community College*
College of The Albemarle

Craven Community College
Davidson County Community College
Durham Technical Institute
Edgecombe Technical College
Forsyth Technical Institute
Guilford Technical Institute
Haywood Technical College
Isothermal Community College*
James Sprunt Technical College
Johnston Technical College
Lenoir Community College*
Martin Community College
Mayland Technical College
Mitchell Community College
Montgomery Technical Institute
Nash Technical Institute
Pamlico Technical College
Piedmont Technical College
Pitt Technical College
Randolph Technical College
Richmond Technical College
Roanoke-Chowan Technical College
Rockingham Community College
Robeson Technical College
Rowan Technical College
Sampson Technical College
Sandhills Community College
Southeastern Community College
Southwestern Technical College
Stanly Technical College
Surry Community College
Technical College of Alamance
Tri-County Community College
Vance-Granville Community College
Wake Technical College*
Wayne Community College
Western Piedmont Community College
Wilkes Community College
Wilson County Technical Institute

Other Agencies

Appalachian State University
Bowman High School
Charlotte-Mecklenburg Board of Education
NC Department of Labor*
NC Department of Transportation*

NC Department of Corrections*
NC State University*
University of North Carolina at Greensboro
Western North Carolina Legal Services

*Previewed only.

SUMMARY

Consortium development, staff development and module development were the project goals stated at the formation of the North Carolina Rural Renaissance Consortium in September, 1976.

The 10 institution consortium, organized at that time into three regional units, functioned well through four years of uncertain soft money funding. Cooperation among participating institutions, coordinated by the three regional coordinating institutions and the project directing institution was excellent. A task force of consortium presidents charged with evaluating the consortium organization structure in 1979 recommended that it be retained intact with the recognition that consortium direction and regional coordination could be shifted among the various institutions as needed.

Staff development and module development successes attest to the viability of the consortium organization structure. Staff development goals were met and module development goals were consistently exceeded. Instructional effectiveness has been demonstrated for most modules through validation studies with learners from the target population. Production quality (photography, art, audio, scripting, etc.), has consistently improved as production teams gained experience.

The ultimate value of the staff training module development and consortium organization achievements is significantly enhanced and reinforced by the dissemination mechanism established by the project. A joint, cooperative venture by the NCRRP and the Department of Community Colleges, this

dissemination organization is a unique way to provide needed learning materials at extremely low cost. It stands ready to receive and disseminate materials from any of the community college system institutions, not just those of the NCRRP.

The North Carolina Rural Renaissance Project, as funded by the federal and state funds specified earlier in this report, terminated on June 30, 1980. The North Carolina Rural Renaissance Consortium continues, however, utilizing state funds exclusively. In its continuing role, the consortium is engaged in staff training, audiovisual module design, development, and dissemination and in encouraging use of instructional television and local learning centers to provide learning opportunities which require less driving by students.

LIST OF APPENDICES

A. Module Catalog and Order Form

B. Organization Chart

C. Job Descriptions: Project Director, Regional Coordinators, Local Coordinators

D. Module Critique Form

E. Agenda for Statewide Workshop

F. 1980-81 Module Development List

G. Final Assembly Checklist

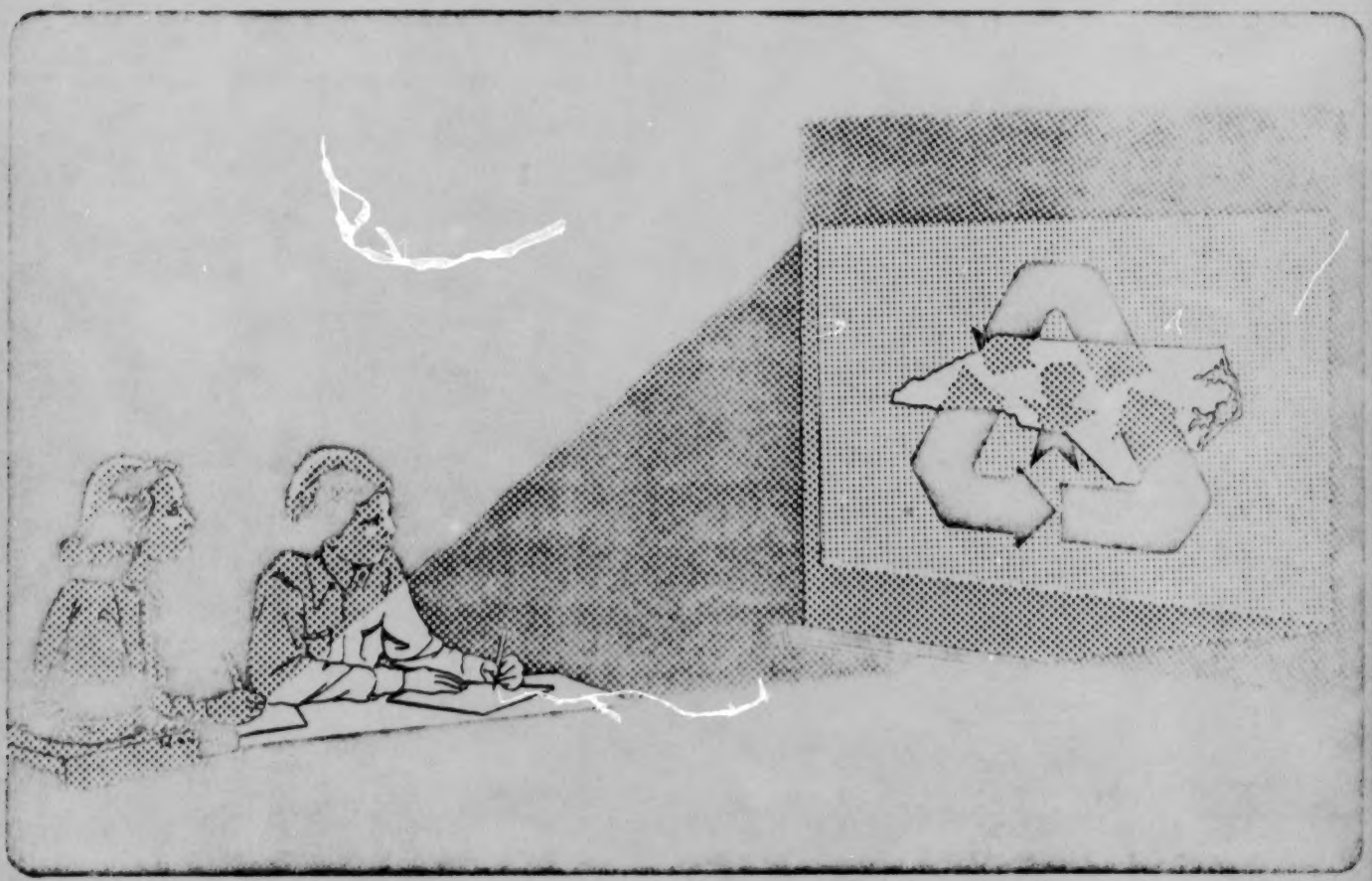
APPENDIX A

MODULE CATALOG AND ORDER FORM

Audio Visual Modules

For Your Students

From The
North Carolina
Rural Renaissance Project



NORTH CAROLINA
RURAL RENAISSANCE PROJECT

Learning materials described in this catalog represent the efforts of some 200 instructors and other staff members in the ten-institution North Carolina Rural Renaissance Consortium.

From the mountains to the coast, consortium institutions represent the full range of geographic diversity which characterizes North Carolina—a uniquely rural state. More than half of all North Carolinians live in rural areas, compared to about one-fourth nationally. Although manufacturing is the largest employer and the leading source of personal income, many rural North Carolinians would rather commute than move closer to their work.

With petroleum supplies dwindling while prices skyrocket, commuter-dependent, campus-based instruction can become impractical when students are forced to choose between driving to work and driving to school. If community colleges are to fulfill their promise of accessible, affordable education for North Carolina's large rural population, ways must be found to deliver instruction to local learning centers and homes.

With this in mind, the Rural Renaissance Consortium was formed to provide training and experience in developing audiovisual learning materials in a slide/tape format that are easily used on standard equipment and readily adaptable to television transmission, videocassette and the videodisc. In these various forms, video technology may enable colleges to expand future educational opportunities in rural as well as urban areas.

Instructional design components of typical Rural Renaissance modules, which are developed for individual or classroom use, include: 1. an introduction/rationale, 2. clearly stated instructional objectives, 3. pre- and post-tests, 4. carefully sequenced instructional cycles including learner involvement, practice and feedback.

Through the cooperation of this consortium and the Department of Community Colleges, these audiovisual modules are available to public institutions at the cost of reproduction. By examining this catalog and the order form, you will see that the cost of the entire module (including tests, handouts, and script) is often as low as one-fourth of the usual cost of slide-tape materials.

You are cordially invited to preview and order these modules for your adult basic education, vocational/technical or other students. If you have developed instructional materials in a similar format, why not consider making them available to other institutions in North Carolina?

Information on the sharing process and further details about the Rural Renaissance Consortium may be obtained from the sources listed on the back cover of this catalog.

INSTRUCTIONAL MODULE CATALOG

Vocational / Technical Education

Adult Basic Education

NORTH CAROLINA RURAL RENAISSANCE CONSORTIUM

Participating Institutions
1976-1980

Beaufort County Community College (BCCC)
Blue Ridge Technical College (BRTC)
Caldwell Community College and Technical Institute (CCCTI)
Catawba Valley Technical College (CVTC) 1976-78
Central Carolina Technical College (CCTC)
Central Piedmont Community College (CPCC)
Edgecombe Technical Institute (ETI)
Guilford Technical Institute (GTI)
Johnston Technical Institute (JTI)
Martin Community College (MCC) 1976-78
Southwestern Technical College (STC)
Surry Community College (SCC) 1976-77
Wilson County Technical Institute (WCTI)

July, 1980

Staff Development and a Product for Sharing...

A primary objective of the North Carolina Rural Renaissance Project to date has been staff development--particularly in designing and producing audiovisual learning materials. These modules are a tangible product of that experience.

The vocational/technical education (VT) topics include series of modules in a number of areas, including energy, concepts of blueprint reading and filing.

The adult basic education (ABE) modules are correlated with the five major competency areas and the specific performance objectives identified in the Adult Performance Level (APL) project at the University of Texas (Austin). In addition to ABE classes, these modules are being used successfully in Human Resource Development (HRD) and General Educational Development (GED) programs.

A cooperative process established by the Rural Renaissance Consortium and the Department of Community Colleges makes these learning materials available to your institution at the cost of reproduction. Your institution may also participate by sharing some of its own locally produced learning materials.

More information may be obtained from the sources shown below.

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To request preview, order modules, or inquire about sharing your own materials, please contact:

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BUSINESS ADMINISTRATION

0327. Depreciation (VT) — CPCC/Crosier

Explains the accounting concept of depreciation and illustrates four common methods of calculating the annual charge. Viewers should be able to perform the calculations and journalize the adjusting entry. (Approximately 25 minutes, AV notebook format)

0328. Plant Assets (VT) — CPCC/Ballard

Presents information related to the characteristics, types, and cost of plant assets. Viewers should be able to identify plant assets and determine the cost of a plant asset acquired in a variety of situations. (Approximately 17 minutes, 3/4 inch videocassette)

0226. Stocks and Dividends, Part I: An Introduction to Stocks and Stock Terminology (VT) — CVTC/Triplett

Takes the viewer through a hypothetical business which begins as a single proprietorship, then changes to a partnership, then changes to a corporation which issues stock. It emphasizes the "why" of stocks and introduces necessary terminology for understanding the Stockholders Equity Section of a corporation's Balance Sheet. (99 slides, approximately 23 minutes)

0227. Stocks and Dividends, Part II - Distribution of Dividends: Non-Cumulative and Cumulative (VT) — CVTC/Triplett

Presents the concept of non-cumulative and cumulative preferred stock. Viewer participates in the calculation of dividends for each type of stock. (89 slides, approximately 30 minutes)

0228. Stocks and Dividends, Part III - Distribution of Dividends: Participating - Non-Participating (VT) — CVTC/Triplett

Presents the concept of "participating" or "non-participating" preferred which illustrates participation based on (1) total par or (2) shares outstanding. Through a series of practice examples, the viewer participates in the calculation of dividends for each type of "participation" in combination with cumulative and/or non-cumulative preferred stock. (73 slides, approximately 30 minutes)

BUSINESS ADMINISTRATION (Continued)

0218. Terms in Percentage Problems (VT) — CCCTI/Lowe

Without acutally solving problems, students learn to identify base, rate, and percentage terms using analytical techniques. (76 slides, approximately 15 minutes)

0219. Solving Percentage Problems (VT) — CCCTI/Lowe

Introduces formulas used to solve percentage problems and gives students practice in solving simple problems. (79 slides, approximately 17 minutes)

0220. Check Endorsements (VT) — CVTC/Woods

Enables viewers to distinguish among the three parties to a check, to identify the four most common types of check endorsements, and to apply appropriate endorsements in given situations. (112 slides, approximately 29 minutes)

0221. Checks and Checking Accounts (VT) — CVTC/Woods

Explains routine banking procedures and proper uses of a checkbook. Viewers should be able to write a check correctly at the conclusion of the module. (91 slides, approximately 26 minutes)

0266. An Introduction to Transactional Analysis (VT) — JTI/Jones

Explains the concept of Transactional Analysis. When this module is completed, the student should be able to define Transactional Analysis and identify terms used in the study of TA. (123 slides, approximately 12 minutes)

0269. Transactional Analysis and the Supervisor (VT) — JTI/Jones

Illustrates the application of Transactional Analysis to the human relations aspect of the supervisor's role in business or industry. (75 slides, approximately 14 minutes)

INDUSTRIAL MANAGEMENT

0113. Motivating Employees Through Understanding Needs (VT) — CVTC/Jenkins

This module identifies characteristics of three kinds of employees: the "now-seeker," the "security-seeker," and the "achievement-seeker." Methods

supervisors can use for motivating each type are discussed. (199 slides, approximately 28 minutes)

0114. Human Behavior in Industry (VT) CVTC/Jenkins

Describes the characteristics of the "heroic" person, the "traditional" person, the "materialistic" person, and the "people" person. Discussed are the best motivational techniques to use with each type to help them become more productive. (154 slides, approximately 30 minutes)

0115. Motivational Theory (VT) CVTC/Jenkins

Explains Frederick Herzberg's theories for motivating workers. Covered are the "hygiene factors" for preventing dissatisfaction on the job and "motivators" for increasing job satisfaction and increasing production. (100 slides, approximately 30 minutes)

0116. Six Functions of Management (VT) CVTC/Jenkins

This module presents six functions of supervisors, dividing them between management functions and technical functions. Creating, planning, organizing, motivating, communicating, and controlling are the areas discussed. (145 slides, approximately 27 minutes)

0117. The Labor Market (VT) CVTC/Jenkins

Explores various characteristics of the labor market that might be responsible for employee turnover. These include job change, geographic mobility, age group, residence change, and occupational groups. (130 slides, approximately 25 minutes)

0118. Effective Leadership (VT) CVTC/Jenkins

This module defines leadership and gives characteristics of successful leaders. Also discussed is the continum of leadership behavior ranging from authoritarian to democratic. (146 slides, approximately 28 minutes)

DATA PROCESSING

0222. Diskette: An Introduction (VT) CVTC/Elmore

Presents a basic introduction (description of parts) to the standard diskette. Viewers should be able to recall the parts of the diskette by name and give a brief description of their function. (123 slides, approximately 25 minutes)

DATA PROCESSING (Continued)

0223. Diskette Data Entry Part I: Status Line (VT) — CVTC/Elmore

Shows a brief review of the diskette, introduces the operator station and explains the basic entries and their function. Upon completion of the module, the viewer should be able to read a basic status line. (71 slides, approximately 17 minutes)

0224. Diskette Data Entry Part II: Data Set Label (VT) — CVTC/Elmore

Illustrates the creation of a data set label including the parts needed for construction of the basic label. Upon completion, a basic data set label should be read by the viewer. (49 slides, approximately 16 minutes)

0225. Diskette Data Entry Part III: The Keyboard (VT) — CVTC/Elmore

This module introduces the data and function keys on the data entry station keyboard. The use of the keys when depressed is explained. Upon completion, the viewer should be able to explain the key functions. (64 slides, approximately 20 minutes)

0216. Flow Charts and the People Who Make Them (VT) — CCCTI/ Robertson-Perkins

Describes the purpose for three kinds of flow charts used in computer programming and the job functions of analysts and programmers. (65 slides, approximately 11 minutes)

0217. Go With the Flow: Basic Flowcharting Symbols (VT) — CCCTI/ Robertson-Perkins

Teaches students to recognize process, decision, terminal and connector symbols and demonstrates their use in a simple flowchart. (80 slides, approximately 18 minutes)

PRINCIPLES OF ECONOMICS

0121. Supply and Demand: Demand (VT) — CCTC/Talton

Explains the law of demand and concepts related to the demand curve such as elasticity of demand, slope of the demand curve, and why it has this slope. (117 slides, approximately 27 minutes)

0122. Supply and Demand: Supply and Market Equilibrium (VT) — CCTC/Talton

Presents theories and graphs related to the law of supply, equilibrium

in the market, surplus and shortage in the market and their effect on price. (120 slides, approximately 25 minutes)

0123. Supply and Demand: Changes in Equilibrium, Part I (VT) — CCTC/Talton

Explains the difference between a change in quantity demanded and a change in demand. It also explains and gives examples of the five major causes of a change in demand. (83 slides, approximately 25 minutes)

0124. Supply and Demand: Changes in Equilibrium, Part II (VT) — CCTC/Talton

Presents the five major causes of a change in supply and demonstrates the effects on the equilibrium price and quantity of changes in supply and/or demand. (87 slides, approximately 27 minutes)

0234. Cost of Production, Part I (VT) — CCTC/Talton

Presents the factors of production and their cost to the firm; it also explains cost related terms such as explicit cost, implicit cost, total cost, normal profit and economic profit. (139 slides, approximately 26 minutes)

0235. Cost of Production, Part II (VT) — CCTC/Talton

Explains the difference between the long run and the short run, along with the law of diminishing returns and how it affects total output, marginal product and marginal cost. (137 slides, approximately 26 minutes)

FILING: INDEXING AND CODING

0119. Indexing, Coding, and Alphabetizing Personal Names (VT) — CCTC/Andrews

The first in a series on filing. Includes instructions on how to index and code personal names which contain initials, abbreviations, prefixes, titles degrees, compound and hyphenated words, names of married women and unusual names; how to alphabetize personal names and use seniority titles and addresses to determine alphabetic sequence for identical names; how to cross-reference unusual or foreign names; and how to prepare index filing cards. (108 slides, approximately 22 minutes)

0236. Indexing and Coding Business Names (VT) CCTC/Andrews

The second in a series of audiovisual modules on filing. Includes instructions on how to index and code business names which contain complete personal names, abbreviated words, initials and single letters, hyphenated letters, hyphenated words, coined words, and apostrophe, titles, minor words, prefixes, and how to alphabetize identical business names. (140 slides, approximately 23 minutes)

0238. Indexing and Coding Government Agencies and Schools (VT) CCTC/Andrews

The third in a series of audiovisual modules on filing. Includes instructions on how to index and code the names of governmental agencies, foreign governments and schools. (67 slides, approximately 26 minutes)

0237. Indexing and Coding the Names of Churches and Other Organizations (VT) CCTC/Andrews

The fourth in a series on filing. Includes instructions on how to index and code the names of churches, clubs and associations, banks and financial institutions, newspapers and magazines, radio and television stations, motels and hotels, estates and trusts. (113 slides, approximately 20 minutes)

SMALL ENGINE OPERATING PRINCIPLES

0129. Briggs and Stratton Magneto Ignition System: Part I (VT) CPCC/Nelson

This module, along with Part II, explains the operation of the flywheel ignition system from the induction of low voltage in the primary circuit to the 12,000 volts at the spark plug. (60 slides, approximately 20 minutes)

0130. Briggs and Stratton Magneto Ignition System: Part II (VT) CPCC/Nelson

This module completes the explanation begun in Part I. (64 slides, approximately 20 minutes)

0131. Briggs and Stratton Flow-Jet Carburetor: Principles of Operation - Part I (VT) CPCC/Nelson

Along with Part II, this module explains the purpose and operating principles of the carburetor and illustrates them with the Briggs and Stratton Flow-Jet Carburetor. (62 slides, approximately 20 minutes)

SMALL ENGINE OPERATING PRINCIPLES (Continued)

0132. Briggs and Stratton Flow-Jet Carburetor: Principles of Operation - Part II (VT) — CPCC/Nelson

This module completes the explanation begun in Part I. (46 slides, approximately 20 minutes)

COSMETOLOGY

*0101. Human Relations (VT) — BCCC/Buck

This module helps the cosmetology student identify human relations skills necessary to be successful, techniques to cultivate a good memory, and personality traits helpful in a cosmetology career. (114 slides, approximately 27 minutes)

*0102. Hygiene (VT) — BCCC/Buck

Designed to help cosmetology students understand the importance of personal and public hygiene in day-to-day contact with their clientele. (166 slides, approximately 27 minutes)

0103. Shampooing Techniques (VT) — BCCC/Buck

One of the basic skills a cosmetologist must master is how to give a shampoo. This module identifies the preliminary preparations for actual shampooing and lists standard materials needed to give a shampoo. (148 slides, approximately 28 minutes)

0104. Lash and Brow Tinting and Arching (VT) — BCCC/Buck

This module enables the student to identify the procedures for finding the natural brow shape and illustrates proper lash and brow tinting procedures. (179 slides, approximately 30 minutes)

0105. Permanent Waving - Part I (VT) — BCCC/Buck

Provides the technical knowledge needed to give a permanent wave. (160 slides, approximately 25 minutes)

0106. Permanent Waving - Part II (VT) — BCCC/Buck

This module helps the student apply what he/she has learned in Part I and demonstrates the correct procedures for giving a permanent wave. (164 slides, approximately 25 minutes)

*In revision, available 1/81

COSMETOLOGY (Continued)

0205. The Theory of Temporary Hair Color (VT) BCCC/Buck

This module introduces the student to temporary hair color and provides the technical knowledge necessary to administer a temporary hair color rinse. (90 slides, approximately 25 minutes)

0206. Temporary Hair Color Rinse Application (VT) BCCC/Buck

Step-by-step procedures to use in applying a temporary hair color rinse are illustrated. Emphasis is placed on safety precautions during application. (66 slides, approximately 25 minutes)

0268. Disorders and Diseases of the Skin and Scalp (VT) JTI/Avery

Describes scalp disease and disorders. Students should be able to identify these disorders, identify contagious disorders and diseases, and explain the proper care for each disorder and disease. (138 slides, approximately 22 minutes)

ENERGY CONSERVATION/MANAGEMENT AND SOLAR ALTERNATIVES

0311. Introduction to Energy (VT) CCTI/Monroe

The first of a series of modules on energy conservation and solar energy. Introduces forms of energy, conversion/transfer, and concepts of heat measurement and storage. (119 slides, approximately 25 minutes)

0312. The Energy Problem (VT) CCTI/Monroe

Deals with the impending imbalance of energy supplies and demand. Discusses energy problems affecting public policy as well as personal living. (118 slides, approximately 25 minutes)

040K. The Properties of Heat (VT) CCTI/Monroe

An introduction to the subject of heat. Viewers will be able to recall the units of heat measurement, the BTU, calorie, and kilocalorie. Various substances are also rated in terms of their abilities to absorb and store heat. Lastly, the viewer will become acquainted with the ways heat is transferred from one place to another. (72 slides, approximately 20 minutes)

ENERGY CONSERVATION/MANAGEMENT AND SOLAR ALTERNATIVES
(Continued)

0281. Introduction to Solar Energy (VT) — STC/Liming-Knowles

This module is designed to familiarize the student with solar energy. It covers the ways we already use solar energy, the advantages and disadvantages of solar energy compared to other fuels, the primary uses of solar heat and ways of converting sunshine into electricity. (140 slides, approximately 20 minutes)

0362. Amount and Direction of Solar Input (VT) — STC/Liming

Explains the direction and amount of solar radiation striking a solar collector at different times of the day and different days of the year. (134 slides, approximately 30 minutes)

0282. Solar Collectors (VT) — STC/Liming

This module discusses the parts of a flat-plate collector and suitable materials for each part. The three types of solar collectors are given and practical applications for each type. Also covered are methods for aiming the solar collector for maximum efficiency. (131 slides, approximately 27 minutes)

0283. Solar Domestic Hot Water Heater (VT) — STC/Liming

Explains the parts of a solar domestic hot water system and the purpose of each part. Upon completion of the module, the student should be able to match a part of the solar domestic hot water system with the correct description of its purpose and correct the mistakes on a diagram which has a part missing or shown incorrectly. (116 slides, approximately 26 minutes)

0321. Sizing Solar Collectors - Part I (VT) — CPCC/Greene

Explains the use of solar tables (Clear Sky Daily Solar Radiation Table and Average Daily Solar Radiation Table) to determine the expected average daily insolation for a tilted surface, the first step in sizing solar collectors. (94 slides, approximately 25 minutes)

0322. Sizing Solar Collectors - Part II (VT) — CPCC/Greene

Demonstrates calculation of harvest possibilities of collectors by describing how components affect efficiency, the use of efficiency charts, and estimation of monthly energy harvest for a given collector. (98 slides, approximately 25 minutes)

0307. Economics of Solar Energy (VT) — BRTC/Busko

Discusses solar energy as an alternative energy source in terms of the

economic concepts of supply and demand, and scarcity. Provides examples of determining the economic feasibility of solar hot water and space heating by comparing them to electricity, gas, and oil. (122 slides, approximately 27 minutes)

0306. Home Insulation (VT) BRTC/Krautwurst

An introduction to the student or homeowner to what insulation is and how it works. Presents information on five basic forms of insulation, their properties, uses, installation and cost effectiveness. (127 slides, approximately 26 minutes)

0301. How to Control Air Leaks (VT) BCCC/Page

Illustrates the principal sources of air infiltration into the home and suggests various methods for correcting them. Consideration is given to windows, doors, fireplaces, vents and ducts, mouldings, crawl spaces, etc. (103 slides, approximately 16 minutes)

0302. Choosing and Modifying a House Site (VT) BCCC/Page

Explores the potential benefits of careful selection and modification of a house site with respect to energy conservation. Treats orientation to south, protection from north, use of windbreaks, deciduous trees, land mass, etc. in relation to potential energy savings. (95 slides estimated, approximately 17 minutes)

0363. Passive Solar Space Heating (VT) STC/Liming

Explains how double-glazed south-facing windows, moveable nighttime insulation, and thermal mass are combined to provide solar heating for homes without the use of external energy sources to operate pumps or fans. (133 slides, approximately 24 minutes)

0364. Active Solar Space Heating (Air-Type) (VT) STC/Liming

Describes the collectors, storage, and related components which can provide space heating and domestic hot water for a residence with the use of air as the transfer fluid. (105 slides, approximately 22 minutes)

0365. Water-Type Active Solar Space Heating (VT) STC/Liming

Describes the collectors, storage related components and methods of freeze protection for a solar space heating system which uses water as the transfer fluid. (111 slides, approximately 22 minutes)

0366. Cooling with Solar Energy (VT) STC/Liming

A description of how active and passive solar heating systems and special solar devices can be used to provide summertime cooling. (82 slides, approximately 17 minutes)

0304. Heat Loss Calculations (VT) BCCC/Shank

Explains the fundamental principles of heat loss calculations and their essential role in sizing heating systems. Demonstrates the dangers inherent in "rule of thumb" approaches to estimating heating needs. (119 slides, approximately 23 minutes)

0305. Estimating Heat Needs (VT) BCCC/Shank

Explains environmental factors that affect comfort in the home and relates them to an estimate of heat needs. Illustrates the calculation of heat needs by using Degree Days and heat loss data for an example house. (113 slides estimated, approximately 22 minutes)

0303. Energy Conservation Tips in the Home (VT) BCCC/Shank

Illustrates many energy saving tips involving space heating, water heating, cooking, air conditioning, lighting, and miscellaneous uses of energy in the home. Estimated savings are indicated in a number of examples. (101 slides, approximately 18 minutes)

0317. Fireplaces and Woodstoves (VT) CCTC/Brooks

This module compares the heating efficiency of airtight woodstoves and fireplaces, gives criteria for the selection of a stove, and describes how to safely install a wood stove in the home. (131 slides, approximately 24 minutes)

0316. Choosing and Cutting Firewood (VT) CCTC/Brooks

This module discusses basic considerations in selecting, cutting and storing firewood. Types of wood and their heating capacity, suggestions for buying and storing wood, and safety precautions that should be followed while cutting wood are covered. (129 slides, approximately 25 minutes)

ESSENTIAL CONCEPTS OF BLUEPRINT READING

0319. Orthographic Drawing (VT) CCTC/Taylor

Orthographic projection, the method used for blueprint drawing, is introduced and explained in this module. Viewers will learn the use of single- and multi-view prints and how to visualize the three basic views of simple objects. (129 slides, approximately 29 minutes)

0318. Alphabet of Lines (VT) CCTC/Taylor

This module introduces the basic kinds of lines which are used in blueprints, and describes their function and use. (100 slides, approximately 28 minutes)

0326. General Dimensioning (VT) CPCC/Soos

Presents principles of general dimensioning including units of measure, conversions, and types of lines used. Among the topics treated are angles, cylindrical surfaces, holes, chamfers, tapers and keys. (86 slides, approximately 15 minutes)

0323. Full Sections (VT) CPCC/Koller

This module illustrates the use of full sectioned views. It includes instruction in the use of cutting planes, cutting plane lines, section views and section lines as well as dimensioning in section views. (65 slides, approximately 25 minutes)

0324. Partial Sections (VT) CPCC/Koller

Explains the use of various partial sectional views. Includes both linework and specialized section views common in industry. (51 slides, approximately 15 minutes)

0325. Tolerances and Precision Dimensioning (VT) CPCC/Soos

This module will familiarize the student with concepts and applications of tolerances, limits, allowances, clearance and interference. Includes an introduction to the basic types of fits, hole and shaft systems. (76 slides, approximately 22 minutes)

0351. Architectural Sections: An Overview (VT) GTI/McFadyen

Explores several kinds of sections that are used in architectural drawings and blueprints. (100 slides, approximately 16 minutes)

ESSENTIAL CONCEPTS OF BLUEPRINT READING (Continued)

0352. Pictorial Drawings (VT) GTI/McFadyen

Presents and discusses perspective, isometric, and oblique drawings and blueprints. (115 slides, approximately 18 minutes)

0350. The Title Block (VT) GTI/McFadyen

Presents the various pieces of information that one may expect to find in title blocks, why they are needed, and how this information may be arranged on the blueprint. (120 slides, approximately 19 minutes)

OTHER VOCATIONAL/TECHNICAL MODULES

0135. Scripting Sound/Slide Programs: Organizing the Material (VT) GTI/Lane

Designed for the developers of sound/slide programs. Explains the four steps necessary to organize and develop information into successful sound/slide scripts. In addition, presents three formats that can be used for the overall organization of these programs. (139 slides, approximately 27 minutes)

0136. Scripting Sound/Slide Programs: Stating the Message (VT) GTI/Lane

Designed for the developers of sound/slide programs. Discusses the ways to use sound and pictures together for maximum impact and effectiveness when writing for the sound/slide format. (140 slides, approximately 28 minutes)

0110. The Metric Micrometer (VT) CCCTI/Haynes

Gives students practice in reading the barrel and thimble scales of the metric micrometer. Instructional sequences build skills with learner involvement. (100 slides, approximately 23 minutes)

0111. Metric Threads (VT) CCCTI/Haynes

Explains the difference between metric and English threads and "Sherlock Holmes" shows students a technique for discriminating one type from the other. (92 slides, approximately 29 minutes)

0120. Motorcycle Mechanics: Setting the Ignition Timing on the Honda CB-125 (VT) CCTC/Anderson

Describes how to set the ignition timing on the Honda CB-125, including

proper tools to use and step-by-step directions. (122 slides, approximately 25 minutes)

0146. Winter Tree Identification (VT) MCC/Maple

Illustrates the identification of a variety of trees during winter months using twigs, bark and other non-leaf features with a botanical identification key. (108 slides, approximately 22 minutes)

0145. Four Southern Pines (VT) MCC/Maple

Explains the use of a botanical identification key and illustrates its use in identifying Longleaf, Loblolly, and Shortleaf pines. (154 slides, approximately 26 minutes)

0147. Plant Identification (VT) MCC/Maple

Illustrates collection techniques in the field and subsequent identification of unknown plant specimens by use of a botanical identification key. (139 slides, approximately 20 minutes)

0149. Density: A Property of Matter (VT) MCC/Jenkins

Explores the concepts of density, mass and weight. Learners will be able to define mass and density and use the formula for density. (104 slides, approximately 23 minutes)

0153. Lightwave Communications (VT) SCC/Stevens

Explains principles of lightwave communications and describes potential applications of fiber optics to communications technology. (155 slides, approximately 28 minutes)

0154. Holography Exposed (VT) SCC/Stevens

Explains the principles of holography and illustrates step-by-step the equipment needed and the process of making an actual hologram. (148 slides, approximately 28 minutes)

0155. Ecological Concepts (VT) SCC/Stroupe-Wiles

Uses a nature trail to explain and illustrate the interrelationships between plant and animal life in forests, fields, streams, and lakes. (117 slides, approximately 25 minutes)

0207. Learning to Type with the Right Hand: Part I (VT) BCCC/Perry

The purpose of this module is to teach a person who only has the use of his/her right hand to type with that hand. (106 slides, approximately 25 minutes)

0208. Learning to Type with the Right Hand: Part II (VT) BCCC/Perry

This module continues the instruction begun in Part I. (109 slides, approximately 25 minutes)

0209. Learning to Type with the Right Hand: Part III (VT) BCCC/Perry

This module completes the instruction presented in Parts I and II. (107 slides, approximately 25 minutes)

0210. Plant Structure: Roots (VT) BCCC/Hodges

Plant roots are discussed from the standpoint of identification, structure and function. (70 slides, approximately 15 minutes)

0229. Vectors: An Introduction (VT) CVTC/Boliek

The ways that vectors are used in various occupations are presented. Vector terminology and geometric addition of vectors are covered. Active student participation is required. (89 slides, approximately 25 minutes)

0230. Vector Addition by Components (VT) CVTC/Boliek

Interesting problems involving addition of vectors at right angles and addition of vectors that are not at right angles are solved using trigonometric functions and the Pythagorean Theorm. Student participation is required as the module is presented. (102 slides, approximately 43 minutes)

0267. An Introduction to the Sharp Ten-Key Electronic Printing Calculator (VT) JTI/Massengill

Identifies the keys, explains the function of each key and switch, and involves the student in using the machine. Students should be able to correctly use the keys and switches and solve an addition problem. (108 slides, approximately 12 minutes)

0270. Setting the Dwell on an Eight-Cylinder General Motors Engine (VT) JTI/Ferrell

Explains the correct way to adjust points on an eight-cylinder GM engine

and how to distinguish between serviceable and non-serviceable points. Students should be able to correctly set points and determine when they should be replaced. (84 slides, approximately 13 minutes)

0275. Using a Wedge Prism to Cruise Timber (VT) MCC/Stevenson

Explains and illustrates the use of a wedge prism to estimate the quantity of lumber that may be harvested from a particular stand of trees. (74 slides, approximately 15 minutes)

0291. You and Your Prescription (VT) WCTI/Pattishall

Identifies the information available on the prescription form and the medication label. Points out the importance of auxiliary labels and the dangers of taking more than one medication at a time. (121 slides, approximately 15 minutes)

0290. Geometric Construction (VT) WCTI/Long

Instructs the drafting student in the proper procedure for locating the center point of an object and rounding sharp edges by employing principles of drafting. (67 slides, approximately 12 minutes)

0355. How to Read a Portable Multimeter (VT) JTI/Shackley

Presents the proper use and care for the multimeter. Viewers should be able to read different scales on the meter and measure PC volts, AC volts, DC current and DC resistance. (119 slides, approximately 18 minutes)

040L. Agreement in Grammar (VT) JTI/Howerton

Teaches students to recognize two kinds of agreement; agreement between subject and verb and agreement between pronoun and antecedent. (90 slides, approximately 16 minutes)

040M. Perspective Drawing (VT) JTI/Keene

This module defines perspective, shows how objects appear to diminish in size as they recede in the distance and explains six basic principles of perspective. (93 slides, approximately 17 minutes)

ADULT BASIC EDUCATION TOPICS

Most ABE modules are listed under the five major APL competency areas. The specific APL objectives* to which the module most closely relates are shown following the description, abbreviated as follows: Consumer Economics, CE; Health, H; Occupational Knowledge, OK; Community Resources, CR; and Government and Law, GL. ABE modules of a more general nature are listed under "Other ABE Topics."

*Norvell Northcutt, "Adult Functional Competency: A Summary," University of Texas (Austin), 1975.

CONSUMER ECONOMICS

0201. Buying Peace of Mind (ABE, others) BCCC/McKinney

This module explains the need for every individual to have a sound life insurance plan. Basic terms are provided to give the viewer an appreciation of life insurance concepts. (95 slides, approximately 23 minutes) CE-18

0141. The Basic Types of Life Insurance (ABE) JTI/Carpenter

Describes the different kinds of life insurance from the point of view of a wise buyer; viewers should be able to state the basic types and characteristics of each type of life insurance. (104 slides, approximately 20 minutes) CE-18, 1

0142. Shopping for Credit (ABE) JTI/Swinson

Illustrates points to consider when shopping for credit and ways creditors must report the cost of credit; compares credit sources and their costs, and defines salient terms. Viewers should be able to get more for their money by shopping for credit. (136 slides, approximately 22 minutes) CE-17, 4, 6

0143. Using Credit Wisely (ABE) JTI/Swinson

Presents examples of wise use of credit. Viewers should be able to state ways to use credit wisely, list steps to handle temporary credit problems, and recognize actions that may be taken when credit problems are serious. (110 slides, approximately 19 minutes) CE-17, 4, 6

0144. Social Security - Your Social Insurance (ABE) JTI/Swinson

Explains the basic idea of the social security program, the importance of a social security number, and identifies four types of social security benefits.

Viewers should be able to explain the concept of social security, explain the importance of a social security number, and restate the types of social security benefits. (106 slides, approximately 21 minutes) CE-18; GL-6

040H. Social Security Survivors' Benefits (ABE) CPCC/Rojo

Explains fundamental facts regarding social security survivors' benefits including their purpose, who they are for, how to apply for them, and circumstances that can make them stop. (62 slides, approximately 15 minutes) CE-18; GL-6

0211. Where's the Money Going? (ABE) CCCTI/Coffey

Encourages students to make and use a household budget and provides budgeting practice. Case studies of budgeting's benefits are presented. (80 slides, approximately 16 minutes) CE-4

0310. Child Care - So How Shall I Choose? (ABE) BRTC/Brady

A practical guide to choosing a child care center to meet both the parents' and child's needs. Suggests ways of narrowing down possible centers, and summarizes nine factors which should be evaluated in choosing a center. (93 slides, approximately 15 minutes) CE-4, 7

0339. Television and Your Child: Good or Bad? (ABE) CPCC/Hill

This module discusses the positive and negative influences television has on children. Emphasis is given to the parents' role in helping children choose good programs. (91 slides, approximately 20 minutes) CE-4, 10

0240. Toys, Toys, Toys: Which One to Buy (ABE) CPCC/Hill

Provides basic insight into buying safe, economical, and educational toys for children. The module is organized around the basic considerations of the child, the classifications of toys, and the cost. (68 slides, approximately 18 minutes) CE-4, 6, 7

0243. The Decimal Point (ABE) CPCC/Culpepper

Explains basic concepts of decimal numbers. Viewers will be able to read one and two place decimal numbers, write the decimal form of dollars and cents, and write amounts of dollars and cents as they would appear on checks. (76 slides, approximately 15 minutes) CE-2

0125. Introduction to Fractions (ABE, others) CPCC/Branch

Presents basic concepts of fractions, illustrating them in a variety of

everyday problem-solving situations. (80 slides, approximately 25 minutes) CE-2

0126. Adding and Subtracting Unlike Proper Fractions (ABE, others) — CPCC/Branch

Illustrates basic concepts of addition and subtraction of unlike proper fractions. Focuses on finding a common denominator. (92 slides, approximately 25 minutes) CE-2

0244. Sales Taxes: Friend or Foe (ABE) — CPCC/Guion

Explains basic sales tax principles and illustrates taxable and non-taxable items. Traces the steps of paying, collecting, budgeting and spending sales taxes, illustrating five major ways sales taxes are spent. (70 slides, approximately 15 minutes) CE-3; GL-6

0249. Ordering from a Menu (ABE) — CPCC/ Cunningham-Piephoff

Explains the use of a menu in ordering a restaurant meal, including such terms as soup du jure, a la carte, entree, etc. Provides practice in calculating cost of a meal and the tip. (86 slides, approximately 18 minutes) CE-11

0277. Writing a Check (ABE) — STC/Brown

This slide-tape presentation provides a basic understanding of the "what-for" and the "how-to" of a checking account. (57 slides, approximately 10 minutes) CE-4, 2

0280. Balancing a Checkbook (ABE) — STC/Brown

Assuming a basic knowledge of checking account procedures, this module presents the fundamental steps in balancing, or reconciling, an account. (72 slides, approximately 15 minutes) CE-4, 2

*0159. Survival in the Supermarket (ABE) — WCTI/Mills

A consumer's guide on how to save money in the supermarket by the use of planning and comparison shopping. (147 slides, approximately 26 minutes) CE-4, 6, 7, 8, 9, 10

0353. Burglarwise (ABE) — GTI/ Frazier-Hooper

Begins with the descriptions of what things about a home make it easier for a burglar to operate successfully then presents comprehensive suggestions for making a home more secure. (115 slides, approximately 20 minutes) CE-15

*In revision, available 1/81

0356. Smoke Detector - A Save-Your-Life Device (ABE) JTI/Dorsey

Presents points to consider when shopping for smoke detectors. Viewers should be able to list three reasons for owning smoke detectors, identify two types of detectors, explain how they may be operated, and how to maintain them. (101 slides, approximately 13 minutes) CE-15

0347. Five Ways to Care for Your Tires (ABE) ETI/Brock

Explains five things the consumer can do to care for automobile tires and make them safer. (93 slides, approximately 15 minutes) CE-14, 15

0348. Fenderbenders --- What to Do When You Have One (ABE) ETI/Brooks

Explains the five steps a person should follow when he is involved in a minor automobile accident (a fender bender). Learners should be able to recall the five steps, tell why they should be followed, and decide to whom the accident should be reported. (93 slides, approximately 15 minutes) CE-14, 15

0331. What You Need to Know About Automobile Insurance (ABE) CPCC/Lockett

Explains the five basic types of auto insurance, their coverage and the vocabulary commonly used in insurance policies. It also includes the specific auto insurance requirements of North Carolina. (74 slides, approximately 20 minutes) CE-14, 15, 18

0329. Six Rules for Safer Driving (ABE) CPCC/Moretz

Presents six short rules to help learners drive more safely, illustrating them in numerous real-life driving situations. Learners should be able to recall the rules and apply them to their driving. (80 slides, approximately 20 minutes) CE-15; CR-16

0245. Six Ways to Increase Your Gasoline Mileage (ABE) CPCC/Moretz

Presents six major ways to increase gasoline mileage, illustrating them in a variety of everyday driving situations. Viewers should be able to recall the six tips, explain them to friends, and apply them to their driving. (80 slides, approximately 15 minutes) CE-14, 15, 20

0330. How to Buy a Used Car (ABE) CPCC/Hill

Gives the viewer two checklists to use when preparing to buy a used car. Also discusses places to look for a good used car. (85 slides, approximately 18 minutes) CE-14, 15, 6, 7

0333. Buying Low-Cost Furniture: Part I (ABE) — CPCC/ Cunningham-Piephoff

Explores questions to ask when planning to buy furniture and identifies places that sell quality furniture at low cost. (56 slides, approximately 12 minutes) CE-12, 6, 7

0334. Buying Low-Cost Furniture: Part II (ABE) — CPCC/ Cunningham-Piephoff

Explains how to buy good low-cost furniture by comparing quality and cost. (92 slides, approximately 20 minutes) CE-12, 6, 7

0156. Metric for Everyday Living (ABE) — SCC/Oldenburg

Explains the most commonly used metric units (meter, liter, and kilogram) and basic metric prefixes such as kilo, hecto, deca, milli, centi, and deci. (126 slides, approximately 25 minutes) CE-2

0259. Consumer Complaints: Who Will Listen? (ABE) — GTI/Gilliam

Explains why and where a consumer complaint should be made. Includes a discussion of the complaint agencies found at the local, state, and federal levels. (124 slides, approximately 15 minutes) CE-19; CR-7

0260. Complaints, Who Will Listen: Legal Aid (ABE) — GTI/Gilliam

A presentation of the services of the Legal Aid Foundation; what it does, who it helps, and where it's located. The four main complaint areas that Legal Aid handles are illustrated with discussion and examples. (113 slides, approximately 15 minutes) CE-19, CR-7

0360. Television Advertising: A Closer Look (ABE) — JTI/Borsos

Illustrates ten different types of potentially deceptive television commercials with examples of each. (120 slides, approximately 17 minutes) CE-10

0361. Flim-Flam Schemes (ABE) — JTI/Borsos

Discusses eight common door-to-door flim-flams and ways to avoid them. (118 slides, approximately 17 minutes) CE-10, 19

040N. Get-Rich-Quick Swindles (ABE) — JTI/Borsos

This module discusses six types of get-rich-quick swindles and lists several ways to avoid falling victim to such schemes. (110 slides, approximately 17 minutes) CE-10, 19

0314. Your Rights as a Renter (ABE) CCCTI/Yount

Informally explains five rights renters may not be aware of--inspection, privacy, etc.--and responsibilities of landlords and tenants. (100 slides, approximately 15 minutes) CE-13

0202. Buying Your Own Home (ABE) BCCC/Jones

This module gives the viewer a look at some important considerations in buying a home. The points reviewed include work space, rooms for family activities, the neighborhood, the physical location of the home and utilities. (72 slides, approximately 11 minutes) CE-13

0343. Renting Versus Buying (Housing) (ABE) CPCC/Ballard

Describes and illustrates advantages and disadvantages of both owning and renting a home. Encourages viewers to consider pro's and con's of both in light of their own personal situation. (118 slides, approximately 23 minutes) CE-13

0344. Homeowner's Insurance (ABE) CPCC/Rojo

Explains the nature and purpose of homeowner's insurance, illustrating the types of properties generally covered, the nature of liability protection provided, and factors influencing the cost of coverage. (64 slides, approximately 15 minutes) CE-18

040O. Clothing: Basic Care and Upkeep (ABE) WCTI/Sutton

Designed to provide a basic understanding of clothing care and maintenance. Various fabric contents, washing instructions and clothing repair are discussed. (84 slides, approximately 13 minutes) CE-15

040P. How to Read Your Gas, Water, and Electric Meters (ABE) WCTI/Highsmith

Provides facts needed to read pricing and metering devices used by utility companies. With this information, viewers should be able to monitor their use of energy and water and check the accuracy of utility bills. (86 slides, approximately 14 minutes) CE-13, 15

040Q. Inexpensive Vacationing (ABE) WCTI/Cottrell

Provides suggestions for saving money while vacationing without sacrificing enjoyment. Planning tips for transportation, food and lodging are given in

addition to exploring alternatives to the more traditional types of vacations. (94 slides, approximately 14 minutes) CE-6, 4

040R. Energy Conservation: The "Nibble Approach" (ABE) WCTI/Hardison

Presents a series of steps viewers can take to reduce utility costs. Most of these measures require little or no investment and can provide substantial savings. (69 slides, approximately 13 minutes) CE-4, 6, 20

HEALTH RELATED TOPICS

0293. Prevention of Accidental Poisoning: Ingested Poisons (ABE) GTI/Hicks

Poisonous substances commonly found in the home are listed. Methods are given for proper storage of poisons and proper supervision of children to reduce the chance of accidental ingestion of poisons by children. A workbook is included. (121 slides, approximately 17 minutes) H-2, 6

0292. Treatment of Accidental Poisoning: Ingested Poisons (ABE) GTI/Hicks

Steps are given for recognizing and treating a victim of accidental poisoning. Commonly ingested poisons are categorized by type with specific treatments given for each different category. (109 slides, approximately 24 minutes) H-2, 6, 10

0239. How Hot Is Hot (Celsius-Fahrenheit) (ABE) CPCC/Clay

Explains the difference between Celsius and Fahrenheit thermometers. Viewers should be able to recall the temperature of boiling water, freezing water, normal body termperature and room temperature on both scales. (80 slides, approximately 15 minutes) H-1

0242. Developing the Child's Self-Image (ABE) CPCC/Hill

This program discusses "self-image" and gives five ways a parent can help develop a positive self-image in his/her child. (97 slides, approximately 20 minutes) H-6

0345. Child Abuse Hurts (ABE) ETI/Roberson

Describes the extent of the child abuse problem in today's society and discusses how child abuse cases can be recognized. Instruction is provided on

how to report a case of child abuse and how to refer for help a person with tendencies toward child abuse. (131 slides, approximately 19 minutes) H-6; CR-2, 3

040S. Symptoms of Early Childhood Diseases (ABE) WCTI/Highsmith

Designed to help parents recognize symptoms of the most common childhood diseases including mumps, roseola, chicken pox, and influenza. (82 slides, approximately 14 minutes) H-1, 6, 10

0248. Beating the Lunch Bag Germs (ABE) CPCC/Clay

Describes causes of food poisoning that might occur from improper care in preparing and storing a bag lunch. Viewers should be able to identify and recall correct procedures. (63 slides, approximately 15 minutes) H-2, 12

0264. What You Should Know About Mental Health (ABE) JTI/Carpenter

Explains basic concepts about mental health. Upon completion, students should be able to indicate characteristics of mental illness, state causes, and suggest places one might go to receive help. (97 slides, approximately 16 minutes) H-8; CR-2, 3

*0276. Family Planning (ABE) STC/Harrison

Explains how contraceptive techniques can be used to space children and explores the various types of contraception that are available today. (91 slides, approximately 20 minutes) H-5

0279. People and Pregnancy (ABE) STC/Harrison

Explains how a woman becomes pregnant and details the physical changes a woman undergoes during menstruation and the development of an embryo. (67 slides, approximately 15 minutes) H-4

0285. Home Fire Hazards: Causes and Corrections (ABE) WCTI/Hardison

Deals with identifying common fire hazards found in the home, preventive measures, and the planning and execution of a home evacuation plan. Module also instructs student in proper procedure for reporting a fire. (94 slides, approximately 12 minutes) H-2

0286. Sickle Cell Anemia (ABE) WCTI/McLawhorn

Introduces the student to the nature of Sickle Cell disease. Covers history, symptoms and treatment. (87 slides, approximately 12 minutes) H-1, 7, 8

*In revision, available Fall, 1980

0313. What You Should Know About Giving Blood (ABE) CCCTI/Hart

Introduces viewers to the blood's function within the body and the blood collection procedures used by the Red Cross. (50 slides, approximately 10 minutes) H-3; CR-23

0359. Do You Want to Lose Weight? (ABE) JTI/Cheeley

Discusses the importance of maintaining a healthy weight and suggests proper ways to do it. (98 slides estimated, approximately 14 minutes) H-12

0370. Alcohol, Alcoholics, and Alcoholism (ABE) WCTI/McLawhorn

This program introduces the viewers to one of America's fastest growing health problems. Alcoholism is defined and discussed with an attempt to motivate the viewers to closely examine their alcohol use. Suggestions and sources of additional information are given. (91 slides, approximately 12 minutes) H-3, 8, 13; CR-2, 3

0367. Epilepsy: Facts Not Myths (ABE) WCTI/McLawhorn

Gives the viewer a brief overview of epilepsy--symptoms, possible causes and first aid/safety precautions to aid an individual who may be experiencing an epileptic seizure. An attempt is made to dispel several of the more common misconceptions concerning the disorder. (75 slides, approximately 12 minutes) H-1, 10

0371. Diabetes: A Close Up (ABE) WCTI/Hardison

Diabetes is defined and symptoms are given. Importance of proper diet and medical supervision is stressed. (81 slides, approximately 11 minutes) H-1, 10, 12

040I. Exchanges--A Diabetic's Way of Life (ABE) CCCTI/Caldwell

A presentation of a special diet for diabetics using food exchanges. Explains what exchanges are, why they are important and how to use exchange lists provided by a doctor. (46 slides, approximately 12 minutes) H-1, 8, 12

0368. Drug Abuse: A Parents' Perspective (ABE) WCTI/Hardison

This program identifies the three major classifications of commonly abused drugs, symptoms of abuse, and six positive suggestions for dealing with abuse related problems. (96 slides, approximately 13 minutes) H-7, 13, 6

0372. Why Do You Smoke?: A Self-Test for Smokers (ABE) WCTI/Hardison

This program is a self-test designed to help the smoker identify his/her reasons for smoking. Suggestions are given to help the smoker succeed in quitting the habit. (90 slides, approximately 13 minutes) H-8, 13

0349. Reducing the Risk of Heart Disease (ABE) ETI/Glynn

Describes four factors which can affect the risk of heart disease. The learner should be able to discuss these factors and identify changes he can make in his own life to lessen the risk of heart disease. (90 slides estimated, approximately 15 minutes) H-8, 1

0335. Warning: Sugar Is Hazardous to Your Health (ABE) CPCC/Edmonds

This module outlines five harmful effects of refined white sugar to a person's basic health. The module is factual, but its information is imagninatively and artistically conveyed. (93 slides, approximately 23 minutes) H-12

0336. Kicking the Sugar Habit (ABE) CPCC/Edmonds

A sequel to "Sugar Is Hazardous to Your Health." It covers four specific ways people can learn how much sugar they consume and offers tips on alternatives to sugar and ways to modify food habits. (95 slides, approximately 20 minutes) H-12

0127. Mouth-To-Mouth Artificial Respiration (ABE, others) CPCC/Cash

Takes the viewer through the steps necessary to get an exchange of air into a victim when breathing has stopped. Viewers will be able to follow the step-by-step procedure. (139 slides, approximately 23 minutes) H-10

0128. Cardiopulmonary Resuscitation (CPR) (ABE, others) CPCC/Cash

Describes chest compression in addition to mouth-to-mouth artificial respiration as the procedure for CPR. Rate and ratio are explained for a one-rescuer CPR. (65 slides, approximately 25 minutes) H-10

040A. Dieting with the Mighty Six (ABE) CPCC/Clay

Introduces six major nutrients; proteins, carbohydrates, starches, vitamins, minerals and water, and explains their fundamental role in nutrition and health. Sources of each nutrient are illustrated in basic food groups. (97 slides, approximately 15 minutes) H-12, 1

HEALTH RELATED TOPICS (Continued)

040B. Fats in Your Diet (ABE) — CPCC/Clay

Explains how the body uses fats and the difference between polyunsaturated and saturated fats. Provides examples of foods rich in polyunsaturated fats, saturated fats or cholesterol, and suggests five ways to reduce fats in your diet. (80 slides, approximately 15 minutes) H-12, 1

040C. Eating to Feel Your Very Best (ABE) — CPCC/Clay

Describes and illustrates the four basic food groups and suggests the number of daily servings an adult should have of each group. (74 slides, approximately 17 minutes) H-12, 1

040D. How to Talk to Your Doctor (ABE) — CPCC/Clay

Describes two ways to prepare for a visit to the doctor and the most important thing to tell the doctor before being examined. Suggests two ways to answer the doctor's questions, and four techniques to use to understand the doctor's diagnosis. (92 slides, approximately 15 minutes) H-1, 8

040E. Teeth Should Last a Lifetime — CPCC/Guion

Explains the role of diet, proper brushing plaque removal through flossing, and floride treatment in dental care. (94 slides, approximately 16 minutes) H-8, 1

040J. Rocky Mountain Spotted Fever (ABE) — CCCTI/Hart

Explains what Rocky Mountain Spotted Fever is, how people get it, what the symptoms are, precautions that can help one avoid it and what to do if someone shows symptoms of the disease. (54 slides, approximately 12 minutes) H-1, 8, 10

OCCUPATIONAL KNOWLEDGE TOPICS

0231. Finding the Right Job for You: Vocational Tests Can Help (ABE) — CCTC/Simonson

First in a series of three modules designed to help people find a job. Material covered includes explanation of the three most common types of vocational tests--aptitude tests, mental ability tests, and skills tests--and description of 10 test-taking techniques. (72 slides, approximately 17 minutes) OK-4, 1

0233. Finding the Right Job for You: The Job Bank Service (ABE) CCTC/Simonson

Second in a series of three modules designed to help people find a job. Material covered includes explanation of the job bank, how to read and interpret job bank listings and what to do if a job opening is located. (63 slides, approximately 16 minutes) OK-2, 3

0232. Finding a Job Through the Want Ads (ABE) CCTC/Simonson

Third in a series of three modules designed to help people find a job. Material covered includes description of the four types of want ads and how to reply to each type. (79 slides, approximately 17 minutes) OK-2, 5, 1

0309. Employment Agencies: What's the Difference? (ABE) BRTC/Stidman

A basic guide to the similarities and differences between public and private employment agencies. Provides information about the operation of each type of agency and the services available so that the viewer can make the best selection to meet his/her needs. (77 slides, approximately 18 minutes) OK-5, 2

0271. Finding the Right Job for You: Interests (ABE) MCC/Stevenson

Designed to help the viewer assess his/her interests, abilities, and experience as a first step in planning a systematic job search. (80 slides, approximately 15 minutes) OK-10, 6

0273. Where Do I Go From Here (ABE) MCC/Stevenson

Explains a process for narrowing down potential job choices and illustrates ways the viewer can learn more about jobs that may be interesting to him/her. (78 slides, approximately 15 minutes) OK-10, 6

0272. What Do You Know About Your Occupation (ABE) MCC/Stevenson

Shows how a job seeker can learn important details about a particular job (pay, hours, conditions, requirements, etc.). Encourages the learner to become more knowledgeable before applying for a job. (80 slides, approximately 15 minutes) OK-2, 10, 6

0337. The Job Interview (ABE) CPCC/Whitman

This module explores the job interview--what it is, who conducts it, and where it is conducted. It also helps the viewer know what to expect in an interview and how to be prepared for one. (103 slides, approximately 20 minutes) OK-6

0261. How to Fill Out a Job Application (ABE) JTI/Watson

Stresses the importance of correctly filling out job applications and provides the learner with a blank job application for practical experience. Students should be able to identify terms used in job application forms and correctly fill out these forms. (84 slides, approximately 12 minutes) OK-6

0253. What's a W-4? Part One: How Money Is Withheld (ABE) GTI/Davis

First of two programs on the W-4 (Employee's Withholding Allowance Certificate). Explains how an employer uses the W-4 to withhold money from an employee's pay. Viewers should know what information to tell an employer to determine amount of withholding, when to fill out a W-4, where to get one, and the format of the W-4. A workbook is included with vocabulary and practice exercises. (104 slides, approximately 15 minutes) OK-9, 1; CR-6

0254. What's a W-4? Part Two: How to Plan Ahead (ABE) GTI/Davis

Second of two programs on the W-4 (Employee's Withholding Allowance Certificate). Explains how an individual can use the W-4 to plan ahead for taxes to avoid overwithholding and underwithholding. (110 slides, approximately 16 minutes) OK-9, 1; CR-6

0315. The Job Success Formula (ABE) CCCTI/Pipes

Helps both employed and unemployed understand desirable attributes of employees which lead to job success and security. (60 slides estimated, approximately 15 minutes) OK-7, 8, 10

*0288. Attributes Leading to Promotion (ABE) WCTI/Furr

Stresses the importance of dependability, punctuality, and occupational self-improvement in obtaining a better job. (124 slides, approximately 12 minutes) OK-8, 10

0289. Charting a Course to Success (ABE) WCTI/Hardison

Communicates the importance of continuing one's education to improve job opportunities. (78 slides, approximately 12 minutes) OK-8, 3, 10

0241. The Secretary: Key to the Office (ABE) CPCC/Abraham

This program explains four basic duties and five valuable personal characteristics of an effective secretary. (79 slides, approximately 16 minutes) OK-3, 7

*In revision, available Fall, 1980

OCCUPATIONAL KNOWLEDGE TOPICS (Continued)

0354. RN's, LPN's, NA's: What's the Difference (ABE) — GTI/Frazier/Hooper

Describes the training, duties, and pay of these three types of nurses. Types of schools, specific duties and work locations, and comparative pay scales are included. (103 slides, approximately 17 minutes) OK-3, 7

0246. Selling: Is It for You (ABE) — CPCC/Arnason

Explains employment qualifications, educational requirements and personaility traits considered helpful for those considering selling careers. The viewer will be helped to determine whether selling may be the right career for him or her. (61 slides, approximately 15 minutes) OK-3, 7

0257. Job Satisfaction: Benefits (ABE) — GTI/Sellers

First of two modules on job satisfaction. Defines fringe benefits found in many jobs and explains their financial importance to the worker. Benefits required by the government and those usually offered by employers are described. (110 slides, approximately 15 minutes) OK-10, 9

0258. Job Satisfaction: What You Can Do (ABE) — GTI/Sellers

Second of two modules on job satisfaction. Presents four items that affect an individual's job satisfaction: financial rewards, working conditions, working relationships, and personal fulfillment. Examples are shown for each item in relation to one man's day on the job. (111 slides, approximately 13 minutes) OK-10

0252. Your Social Security Card (ABE) — GTI/Davis

Answers questions about a social security card such as why, how, and where to get one. Discusses the information an individual must provide to obtain a social security card. Also demonstrates how to fill out a social security card. (78 slides, approximately 16 minutes) OK-9, 6

COMMUNITY RESOURCES TOPICS

0213. You Can Get There from Here: Map Reading (ABE) CCCTI/Coffey

Helps students plot a course for successful road map reading by explaining basic symbols for U.S. and state highway types, how to locate cities, and determine directions. (78 slides, approximately 11 minutes) CR-12

0212. Signs (ABE) — CCCTI/Coffey

Teaches students to recognize restroom signs, school, street crossing, danger and no trespassing signs found in a community. (75 slides, approximately 8 minutes) CR-9

0250. Answers from the Yellow Pages (ABE) — GTI/Lewis

Designed to help the viewer get more efficient use from the yellow pages. Identifies kinds of information found in the yellow pages and explains the arrangement used for this information. (122 slides, approximately 13 minutes) CR-2, 3, 6

0251. Answers from Your Telephone (ABE) — GTI/Lewis

Designed to help the viewer get more efficient service when placing long distance directory assistance calls. Identifies calls that cannot be direct dialed, local and long distance directory assistance numbers, and information needed for both directory assistance and long distance operators. (124 slides, approximately 20 minutes) CR-2, 3, 6

0255. Community Agencies: Financial Services (ABE) — GTI/McLellan/Sellers

Presents three agencies found in most communities that offer help to people with money problems. Discusses the different services offered by each agency and how to find the agency. (78 slides, approximately 12 minutes) CR-2, 3, 6, 1

0256. Community Agencies: Health Services (ABE) — GTI/McLellan/Sellers

Presents three agencies found in most communities that offer help to people with mental and physical health problems. Discusses the different services offered by each agency and how to find the agency. (85 slides, approximately 13 minutes) CR-2, 3, 6,1; H-11

0278. The Library: What's In It for Me? (ABE) — STC/Baker

Local libraries provide a variety of sources for recreation and information as well as books and many other free services. This module will introduce you to those services. (73 slides, approximately 12 minutes) CR-6

0287. R.F.D. - U.S.A. (ABE) — WCTI/Vick

Instructs viewers in how to obtain rural mail service. Covers changing address, types of delivery, and money order applications. (108 slides, approximately 12 minutes) CR-2, 3, 1

COMMUNITY RESOURCES TOPICS (Continued)

0338. Community Resources for Children 2 - 12 (ABE) CPCC/Hilliard

Designed to show the parents of young children how, who, and where to call about the free and low cost facilities and/or agencies which offer recreational services to the public. (106 slides, approximately 15 minutes) CR-5

0332. International Road Signs (ABE) CPCC/Hill

Deals with various sign shapes, sign markings, and picture symbols that are found on international road signs. (78 slides, approximately 15 minutes) CR-9

GOVERNMENT AND LAW TOPICS

0139. The Essential Elements of a Contract, Part I (ABE) JTI/Carpenter

Presents two of the essential elements of contracts and the different kinds of contracts. Viewer should be able to recognize valid contracts, identify essential elements, types of contracts, and name four improper means of reaching an agreement. (123 slides, approximately 27 minutes) GL-1, 5

0140. The Essential Elements of a Contract, Part II (ABE) JTI/Carpenter

Presents three essential elements of contracts, illustrates them in different contracts that must be in writing to be legal and defines the term "Statute of Frauds." Viewer should be able to state five essential elements of contracts, and name contracts that must be in writing to be legal. (104 slides, approximately 24 minutes) GL-1, 5

0247. Preamble to the U.S. Constitution (ABE) CPCC/Ausband

This module uses the preamble to present and explain the basic reasons for the creation of the constitution and why a government as provided by the constitution is needed. (84 slides, approximately 18 minutes) GL-1, 2

0262. The Power of the Ballot: Registration and Voting Procedures in North Carolina (ABE) JTI/Swinson

Stresses the importance of voters. States the main reasons for voting, requirements to vote, and how to mark ballots. Students should be able to state reasons for voting, list North Carolina registration requirements, and correctly use a voting ballot and voting machine. (92 slides, approximately 14 minutes) GL-1, 3

GOVERNMENT AND LAW TOPICS (Continued)

0284. Your Vote Makes a Difference: Voter Registration (ABE) — WCTI/Cottrell

Gives student requirements for registering and step-by-step instruction for the registration. (92 slides, approximately 11 minutes) GL-1, 3

0346. Where There's a Will ... (ABE) — ETI/Roberson

Presents nine steps for writing a simple will and explains the need for all adults to have a will. At the end of the module, the learner will have produced a rough draft of his own will on the work sheet provided. (140 slides, approximately 21 minutes) GL-4, 5

0203. A Citizen and His Rights (ABE) — BCCC/Smith

This module is designed to make the individual aware of his rights as a citizen. The relationships of the citizen to the government and of the government to the citizen are explored. (120 slides, approximately 20 minutes) GL-1, 3, 4

040F. How to Get a Driver's License - and Keep It (ABE) — CPCC/Hill

Explains the steps involved in getting a driver's license in a manner designed to ease the fears of a beginner. Stresses attitudes and habits that enable a driver to keep the license to drive. (80 slides, approximately 15 minutes) GL-5; CR-16

0369. State and Local Taxes: Where Does the Money Go? (ABE) — WCTI/Cottrell

This program identifies the major sources of revenue for state and local governments and services rendered by each. Expenditures are given in percentages of each tax dollar collected. (85 slides, approximately 13 minutes) GL-6

040G. Income Tax (ABE) — CPCC/Ballard

Explains concepts of the income tax system, illustrating them with simple examples. Essential terms are defined and illustrated. (100 slides, approximately 20 minutes) GL-6

OTHER ABE TOPICS

0133. Self-Image and Goal Setting: Essential Ingredients for Academic Success (ABE) — GTI/Mallard

First of two modules on basic study skills. Discusses the importance and

means of developing a positive self-image and establishing purposeful goals to achieve success in school activities. (139 slides, approximately 27 minutes)

0134. Basic Study Sense: More Study in Less Time (ABE) GTI/Mallard

Second of two modules on basic study skills. Presents eight study efficiency rules for planning study time. Includes a workbook that allows the student to design a weekly study plan. (137 slides, approximately 27 minutes)

0215. Sign Here, Please (ABE) CCCTI/Hollar

Aids students who are ready to write their names; teaches the use of capitalization, initials, and the ways manuscript (print) letters are formed. For students viewing under supervision. (71 slides, approximately 13 minutes)

0340. Words, Words, Words: Part I
(Series on Vocabulary Building) (ABE) CPCC/Trevor

Emphasizes the need for a life-long commitment to learning new words using job related examples of words. The viewer should be able to explain why he/she needs to learn new words and meet this need with a system for vocabulary improvement. (66 slides, approximately 15 minutes)

0341. Words, Words, Words: Part II (ABE) CPCC/Trevor

Presents the sound-symbol relationship of the English language and teaches the viewer to decode an unknown word using the pronunciation key of a dictionary. This module covers consonant sounds in the beginning, middle and end positions in words. (81 slides, approximately 15 minutes)

0342. Words, Words, Words: Part III (ABE) CPCC/Trevor

A continuation of the concepts of module II that teaches the closed syllable and short vowel sounds. This module can be used independently of module I or II. (86 slides, approximately 20 minutes)

0107. Verb Identification (ABE) CCCTI/Greene

Introduces the functional difference between action and linking verbs, giving students practice in identifying verbs in simple sentences. Also discusses predicate adjectives, nominatives, and direct objects, helping verbs and verb phrases. (89 slides, approximately 25 minutes)

0108. Verb Tenses (ABE) CCCTI/Greene

Presents regular and irregular verbs in present, future, past, and perfect

tenses; explains the use of helping verbs in tense formation. Students practice on simple sentences. (94 slides, approximately 29 minutes)

0358. What ABE Recruiters Should Know (ABE) JTI/Sheares

Establishes the need for ABE recruitment and characteristics recruiters should have. Viewers should be able to explain the ABE philosophy and state several qualities of ABE recruiters. For prospective ABE recruiters. (104 slides, approximately 22 minutes)

0357. The Four Levels of Reading Comprehension (ABE) JTI/Bradshaw

Defines and identifies the four levels of reading comprehension. Viewers should be able to define the four levels and explain the skills related to each comprehension level. (113 slides, approximately 22 minutes)

0308. Good News: Using the Newspaper to Improve Reading (ABE) BRTC/ Elliott-Krautwurst

A presentation of six reading exercises to use with a newspaper to improve reading, comprehension, vocabulary, and speed, as well as guidelines for their use. The importance of good reading skills to all people regardless of occupation is stressed. (84 slides, approximately 15 minutes)

0204. Concentrating on Communicating (ABE) BCCC/Randolph

Designed to help viewers analyze presently used communication skills. Encourages them to develop new and improved communication practices. (118 slides estimated, approximately 15 minutes)

0214. Changing Lifestyles (ABE) CCCTI/Coffey

Discusses contemporary family relations to the context of changing roles played by men, women, and children; stimulates discussion of issues. (54 slides, approximately 10 minutes)

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0363.	Passive Solar Space Heating	_____	32.00	_____
0364.	Active Solar Space Heating (Air-Type)	_____	27.00	_____
0365.	Water-Type Active Solar Space Heating	_____	28.00	_____
0366.	Cooling with Solar Energy	_____	22.00	_____
0304.	Heat Loss Calculations	_____	29.00	_____
0305.	Estimating Heat Needs	_____	28.00	_____
0303.	Energy Conservation Tips in the Home	_____	24.00	_____
0317.	Fireplaces and Woodstoves	_____	31.00	_____
0316.	Choosing and Cutting Firewood	_____	31.00	_____

ESSENTIAL CONCEPTS OF BLUEPRINT READING

0319.	Orthographic Drawing	_____	31.00	_____
0318.	Alphabet of Lines	_____	25.00	_____
0326.	General Dimensioning	_____	21.00	_____
0323.	Full Sections	_____	24.00	_____
0324.	Partial Sections	_____	17.00	_____
0325.	Tolerances and Precision Dimensioning	_____	21.00	_____
0351.	Architectural Sections: An Overview	_____	26.00	Avail. 10/8
0352.	Pictorial Drawings	_____	26.00	Avail. 10/8
0350.	The Title Block	_____	26.00	Avail. 10/8

OTHER VOCATIONAL/TECHNICAL MODULES

0135.	Scripting Sound/Slide Programs: Organizing the Material ...	_____	$33.00	_____
0136.	Scripting Sound/Slide Programs: Stating the Message	_____	33.00	_____
0110.	The Metric Micrometer	_____	26.00	_____
0111.	Metric Threads	_____	24.00	_____
0120.	Motorcycle Mechanics: Setting the Ignition Timing on the Honda CB-125	_____	30.00	_____
0146.	Winter Tree Identification	_____	27.00	_____
0145.	Four Southern Pines	_____	36.00	_____
0147.	Plant Identification	_____	33.00	_____
0149.	Density: A Property of Matter	_____	27.00	_____
0153.	Lightwave Communications.....	_____	36.00	_____
0154.	Holography Exposed	_____	35.00	_____
0155.	Ecological Concepts	_____	29.00	_____
0207.	Learning to Type With the Right Hand: Part I	_____	27.00	_____
0208.	Learning to Type With the Right Hand: Part II	_____	29.00	_____
0209.	Learning to Type With the Right Hand: Part III	_____	27.00	_____
0210.	Plant Structure: Roots	_____	27.00	_____
0229.	Vectors: An Introduction	_____	23.00	_____
0230.	Vector Addition by Components	_____	26.00	_____
0267.	An Introduction to the Sharp Ten-Key Electronic Printing Calculator	_____	27.00	_____
0270.	Setting the Dwell on an Eight-Cylinder General Motors Engine	_____	22.00	
0275.	Using A Wedge Prism to Cruise Timber	_____	20.00	_____
0291.	You and Your Prescription	_____	30.00	_____
0290.	Geometric Construction	_____	19.00	Avail. 9/80
0355.	How to Read a Portable Multimeter	_____	29.00	_____
040L.	Agreement in Grammar	_____	23.00	_____
040M.	Perspective Drawing	_____	24.00	_____
	VOCATIONAL/TECHNICAL EDUCATION SUB-TOTAL	_____		$_____

ADULT BASIC EDUCATION MODULES

CONSUMER ECONOMICS

0201.	Buying Peace of Mind	_____	24.00	_____
0141.	The Basic Types of Life Insurance	_____	27.00	_____
0142.	Shopping for Credit	_____	32.00	_____
0143.	Using Credit Wisely	_____	28.00	_____
0144.	Social Security - Your Social Insurance	_____	27.00	_____
040H.	Social Security Survivors' Benefits	_____	18.00	_____
0211.	Where's the Money Going	_____	21.00	_____
0310.	Child Care - So How Shall I Choose?	_____	24.00	_____
0339.	Television and Your Child: Good or Bad?	_____	23.00	_____
0240.	Toys, Toys, Toys: Which One to Buy?	_____	19.00	_____
0243.	The Decimal Point	_____	21.00	_____
0125.	Introduction to Fractions	_____	21.00	_____
0126.	Adding and Subtracting Unlike Proper Fractions	_____	23.00	_____
0263.	The Three Main Types of Percent Problems: Part II	_____	20.00	_____
0244.	Sales Taxes: Friend or Foe	_____	20.00	_____
0249.	Ordering From a Menu	_____	22.00	_____
0277.	Writing A Check	_____	17.00	_____
0280.	Balancing a Checkbook	_____	20.00	_____
0159.	Survival in the Supermarket	_____	34.00	Avail. 1/81
0353.	Burglarwise	_____	29.00	_____
0356.	Smoke Detector - A Save-Your-Life Device	_____	26.00	_____
0347.	Five Ways to Care For Your Tires	_____	24.00	_____
0348.	Fenderbenders---What to Do When Your Have One	_____	24.00	_____
0331.	What You Need to Know About Automobile Insurance	_____	20.00	_____

0329.	Six Rules for Safer Driving		$21.00	
0245.	Six Ways to Increase Your Gasoline Mileage		21.00	
0330.	How to Buy a Used Car		22.00	
0333.	Buying Low-Cost Furniture: Part I		17.00	
0334.	Buying Low-Cost Furniture: Part II		23.00	
0516.	Metric for Everyday Living		31.00	
0259.	Consumer Complaints: Who Will Listen?		30.00	
0260.	Complaints, Who Will Listen: Legal Aid		28.00	
0360.	Television Advertising: A Closer Look		29.00	
0361.	Flim-Flam Schemes		29.00	
040N.	Get-Rich-Quick Swindles		28.00	
0314.	Your Rights as a Renter		25.00	
0202.	Buying Your Own Home		21.00	
0343.	Renting Versus Buying (Housing)		29.00	
0344.	Homeowner's Insurance		19.00	
0400.	Clothing: Basic Care and Upkeep		22.00	
040P.	How to Read Your Gas, Water, and Electric Meters		22.00	
040Q.	Inexpensive Vacationing		24.00	
040R.	Energy Conservation: The "Nibble Approach"		19.00	

HEALTH RELATED TOPICS

0293.	Prevention of Accidental Poisoning: Ingested Poisons		30.00	
0292.	Treatment of Accidental Poisoning: Ingested Poisons		28.00	
0239.	How Hot is Hot (Celsius-Fahrenheit)		21.00	
0242.	Developing the Child's Self-Image		24.00	
0345.	Child Abuse Hurts		33.00	
040S.	Symptons of Early Childhood Diseases		22.00	
0248.	Beating the Lunch Bag Germs		18.00	
0264.	What You Should Know About Mental Health		24.00	
0276.	Family Planning		23.00	Avail. 12/80
0279.	People and Pregnancy		19.00	
0285.	Home Fire Hazards: Causes & Corrections		24.00	Avail. 9/80
0286.	Sickle Cell Anemia		23.00	
0313.	What You Should Know About Giving Blood		16.00	
0359.	Do You Want to Lose Weight		21.00	
0370.	Alcohol, Alcoholics, and Alcoholism		23.00	
0367.	Epilepsy: Facts Not Myths		20.00	
0371.	Diabetes: A Close Up		21.00	
040I.	Exchanges--A Diabetic's Way of Life		15.00	
0368.	Drug Abuse: A Parents' Perspective		24.00	
0372.	Why Do You Smoke? A Self-Test for Smokers		23.00	
0349.	Reducing the Risk of Heart Disease		23.00	Avail. 1/81
0335.	Warning: Sugar is Hazardous to Your Health		24.00	
0336.	Kicking the Sugar Habit		24.00	
0127.	Mouth-to-Mouth Artificial Respiration		33.00	Avail. 12/80
0128.	Cardiopulmonary Resuscitation (CRP)		19.00	Avail. 12/80
040A.	Dieting With the Mighty Six		24.00	
040B.	Fats In Your Diet		21.00	
040C.	Eating to Feel Your Very Best		20.00	
040D.	How to Talk to Your Doctor		23.00	
040E.	Teeth Should Last a Lifetime		24.00	
040J.	Rocky Mountain Spotted Fever		17.00	

OCCUPATIONAL KNOWLEDGE TOPICS

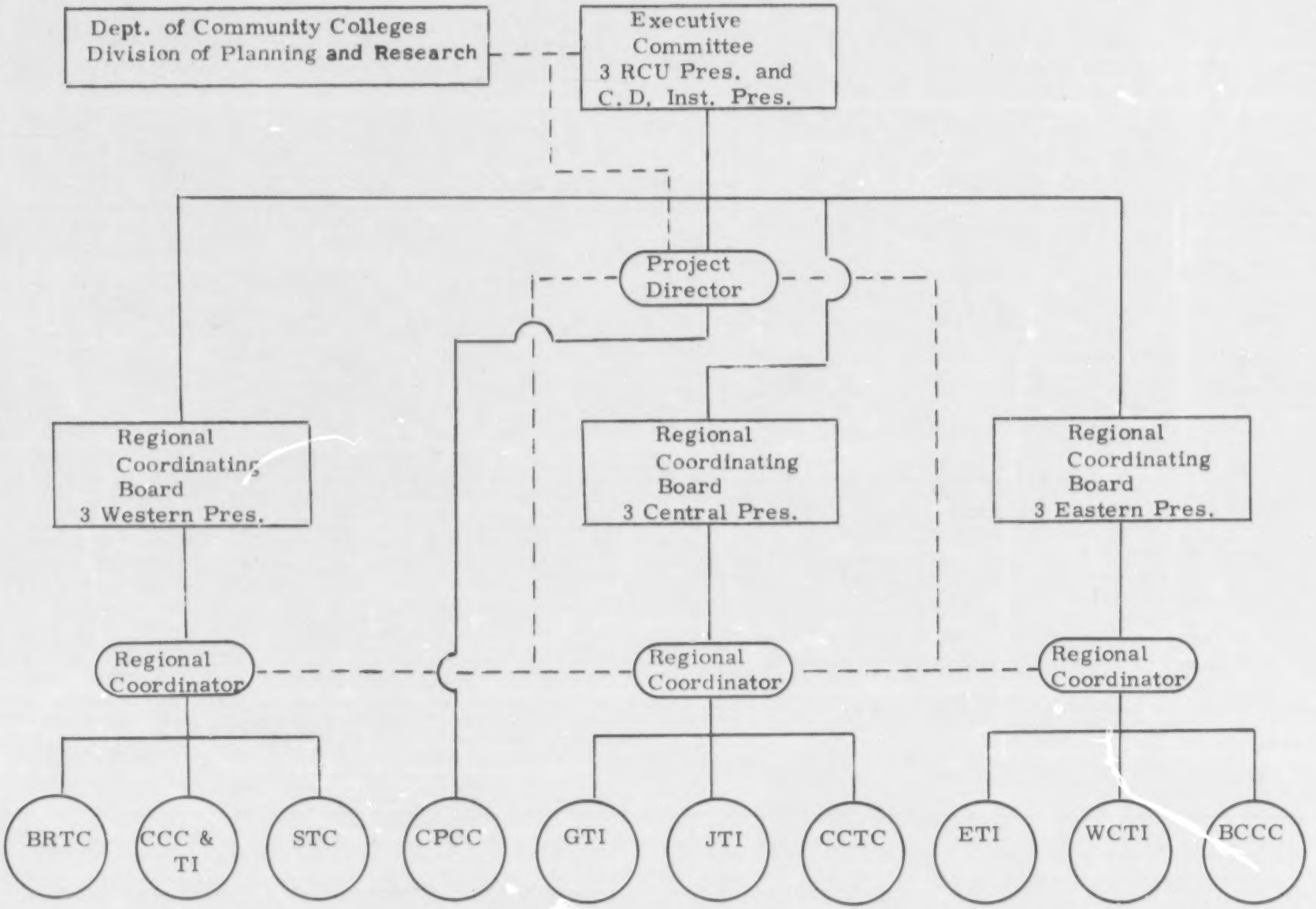
0231.	Finding the Right Job For You: Vocational Tests Can Help		20.00	
0233.	Finding the Right Job For You: The Job Bank Service		18.00	
0232.	Finding a Job Through the Want Ads		21.00	
0309.	Employment Agencies: What's the Difference		21.00	
0271.	Finding the Right Job For You: Interests		22.00	

0273.	Where Do I Go From Here	_____	$21.00	_____
0272.	What Do You Know About Your Occupation	_____	21.00	_____
0337.	The Job Interview	_____	26.00	_____
0261.	How To Fill Out a Job Application	_____	22.00	_____
0253.	What's a W-4? Part One: How Money Is Withheld	_____	27.00	_____
0254.	What's a W-4? Part Two: How to Plan Ahead	_____	28.00	_____
0315.	The Job Success Formula	_____	18.00	_____
0288.	Attributes Leading to Promotion	_____	30.00	Avail. 1/81
0289.	Charting a Course to Success	_____	21.00	_____
0241.	The Secretary: Key to the Office	_____	21.00	_____
0354.	RN's, LPN's, NA's: What's the Difference	_____	27.00	_____
0246.	Selling: Is It For You?	_____	18.00	_____
0257.	Job Satisfaction: Benefits	_____	28.00	_____
0258.	Job Satisfaction: What You Can Do	_____	28.00	_____
0252.	Your Social Security Card	_____	21.00	_____
	COMMUNITY RESOURCES TOPICS			
0213.	You Can Get There From Here: Map Reading	_____	20.00	_____
0212.	Signs	_____	20.00	_____
0250.	Answers From the Yellow Pages	_____	30.00	_____
0251.	Answers From Your Telephone	_____	30.00	_____
0255.	Community Agencies: Financial Services	_____	21.00	_____
0256.	Community Agencies: Health Services	_____	22.00	_____
0278.	The Library: What's In It For Me?	_____	20.00	_____
0287.	R. F. D. - U. S. A.	_____	27.00	Avail. 9/80
0338.	Community Resources for Children 2 - 12	_____	27.00	_____
0332.	International Road Signs	_____	21.00	_____
	GOVERNMENT AND LAW TOPICS			
0139.	The Essential Elements of a Contract, Part I	_____	30.00	_____
0140.	The Essential Elements of a Contract, Part II	_____	27.00	_____
0247.	Preamble to the U. S. Constitution	_____	22.00	_____
0262.	The Power of the Ballot: Registration and Voting Procedures in North Carolina	_____	24.00	_____
0284.	Your Vote Makes a Difference: Voter Registration	_____	24.00	_____
0346.	Where There's a Will	_____	33.00	_____
0203.	A Citizen and His Rights	_____	29.00	_____
040F.	How to Get a Driver's License - And Keep It	_____	21.00	_____
0369.	State and Local Taxes: Where Does the Money Go?	_____	22.00	_____
040G.	Income Tax	_____	26.00	_____
	OTHER ABE TOPICS			
0133.	Self-Image and Goal Setting: Essential Ingredients for Academic Success	_____	33.00	_____
0134.	Basic Study Sense: More Study in Less Time	_____	33.00	_____
0215.	Sign Here, Please	_____	20.00	_____
0340.	Words, Words, Words: Part I	_____	19.00	_____
0341.	Words, Words, Words: Part II	_____	21.00	_____
0342.	Words, Words, Words: Part III	_____	22.00	_____
0107.	Verb Identification	_____	23.00	_____
0108.	Verb Tenses	_____	24.00	_____
0358.	What ABE Recruiters Should Know	_____	27.00	_____
0357.	The Four Levels of Reading Comprehension	_____	28.00	_____
0308.	Good News: Using the Newspaper to Improve Reading	_____	22.00	_____
0204.	Concentrating on Communicating	_____	33.00	_____
0214.	Changing Lifestyles	_____	17.00	_____
	ABE SUB-TOTAL	_____		$ _____
	TOTAL VOCATIONAL/TECHNICAL AND ADULT BASIC EDUCATION	_____		_____

APPENDIX B

ORGANIZATION CHART

NORTH CAROLINA RURAL RENAISSANCE CONSORTIUM
1980-81



APPENDIX C

JOB DESCRIPTIONS:

PROJECT DIRECTOR, REGIONAL COORDINATORS, LOCAL COORDINATORS

NORTH CAROLINA RURAL RENAISSANCE PROJECT

PRIMARY RESPONSIBILITIES OF PROJECT DIRECTOR

1. Provides regular project-wide communication and guidelines concerning project objectives, operations and funding.

2. Works with regional coordinators and funding agencies to plan and conduct project-wide staff development workshops as needed.

3. Works with regional coordinators in planning and conducting local and regional staff development activities.

4. Compiles and provides information regarding the project to outside institutions and organizations.

5. Monitors module production for adherence to quality standards and production schedules.

6. Conducts meetings with regional coordinators both individually and jointly to:

   (a) assess and help meet staff development needs.
   (b) evaluate module quality and adherence to production schedules.
   (c) evaluate various organizational approaches to staff development and module production.

7. Upon request, and in cooperation with regional coordinators, assists in problem solving as needs arise.

8. Serves as local coordinator for NCRRP at CPCC.

NORTH CAROLINA RURAL RENAISSANCE PROJECT

PRIMARY RESPONSIBILITIES OF REGIONAL COORDINATOR

1. Plans and conducts local and regional staff-development workshops as needed.

2. Assists in planning and conducting project-wide staff-development workshops.

3. Assists local coordinators in interpreting project or funding guidelines.

4. Works with local coordinators and content specialists in setting production schedules.

5. Serves as a consultant to regional institutions for:

   (a) staff development
   (b) script development
   (c) media production
   (d) validation and evaluation
   (e) other needs as requested by local coordinators

6. Conducts regularly scheduled meetings in each regional institution to:

   (a) motivate, encourage and assist local content specialists.
   (b) evaluate ongoing module production in terms of quality and schedules.
   (c) systematically review and critique each module draft to assure its instructional quality.

NORTH CAROLINA RURAL RENAISSANCE PROJECT

ROLE OF LOCAL COORDINATOR

The local NCRRP coordinator is designated by the administration of the participating institution to perform as follows:

1. Serves as local contact person and primary source of local communication, motivation, and direction.

2. Recruits project participants; evaluates module proposals; recommends approval/disapproval.

3. Creates guidelines for development as needed.

4. Originates publicity to campus faculty and staff and to community by use of newspaper, television, radio.

5. Coordinates project activities between state and local levels, e.g., workshops and conferences.

6. Works with local team to set and coordinate their writing and production schedules; conducts regular review and problem solving meetings with local team.

7. Assists developers and AV Services in locating resource persons needed for production, technical advice, materials, etc.

8. Assists local team in obtaining clerical services.

9. Maintains quality control by reading and editing drafts of local scripts.

10. Maintains quality control by reviewing and reacting to media production efforts at each stage of development.

11. Assists local participants in avoiding copyright infringement.

12. Assists AV Services with production.

13. Maintains reference collection of appropriate guidelines, project information, and resource material.

14. Maintains files on project forms, memoranda, contracts, release statements, etc.

15. Maintains NCRRP budget; orders appropriate equipment, materials, services; initiates paperwork for payment of accounts; recommends budgeting of funds to meet local needs.

16. Assists local team with validation studies of completed modules.

(over)

17. Assesses need and requests assistance from regional coordinator

    (a) script development ideas.
    (b) media production ideas.
    (c) staff development.
    (d) validation procedures.
    (e) other needs as they arise.

18. Assembles master copy of each module in accordance with Final Assembly Checklist and sends to Department of Community Colleges Division of Educational Resources.

19. Other responsibilities as designated by local administration.

APPENDIX D

MODULE CRITIQUE FORM

NORTH CAROLINA RURAL RENAISSANCE
MODULE CRITIQUE

Title _____ Cat. No. _____ Review Date _____
Institution/Developer _____ Target Audience _____
Reviewer's Name (optional) _____ And Position _____

Please rate this module as objectively as you can on the criteria listed below. Standards for each criterion are on the back. Use the following ratings:

1 = very poor, should be completely revised
2 = poor, serious weaknesses (specify under "comments")
3 = adequate, neither exceptionally strong nor weak
4 = good, above average quality
5 = outstanding, superior quality
NA = not applicable

CRITERIA:	Rating	Comments/Suggestions for Revision
Basic System		
1. Introduction/Rationale	_____	_____
2. Learning Objectives	_____	_____
3. Pretest	_____	_____
4. Learning Activities	_____	_____
5. Posttest	_____	_____
6. Revision Data Sheet (if included)	_____	_____
Techniques		
7. Sequencing of Content	_____	_____
8. Active Learner Involvement	_____	_____
9. Feedback and Reinforcement	_____	_____
10. Language and Vocabulary	_____	_____
11. Variety of Learning Activities	_____	_____
12. Motivation, Interest	_____	_____
Content		
13. Accuracy of Content	_____	_____
14. Relevance and Appropriateness	_____	_____
15. Depth of Treatment for Target Audience	_____	_____
Media Production		
16. Photography	_____	_____
17. Graphic Art	_____	_____
18. Appropriateness of Visuals Used	_____	_____
19. Ratio of Visuals to Narration (pacing)	_____	_____
20. Sound Track (Narration/Music/Sound Effects)	_____	_____

NORTH CAROLINA RURAL RENAISSANCE
MODULE CRITIQUE CRITERION STANDARDS

Basic System

1. Does the introduction/rationale provide an interesting, attention-grabbing overview of the content? Does it convey the relevance or usefulness of the module to the student? Does it proceed smoothly and logically into the first instructional cycle?
2. Are the objectives clear concise statements of what the learner will be able to do as a result of the module? Do they specify cognitive, psychomotor and/or affective learner behaviors that are measurable? Is the number of objectives appropriate to the scope of the module? Are they challenging but reasonable expectations?
3. Are questions stated clearly? Is the behavior in each objective tested by at least one question? Do all questions relate directly to the stated objectives? Are there sufficient questions (preferably 20 or more)?
4. Are directions stated clearly enough that learners can proceed without assistance? Is an instructional (practice) cycle provided for each stated objective? Does each instructional cycle contain: (1) proper input of information; (2) relatively small but logical steps; (3) ample practice; (4) appropriate knowledge of results?
5. Are questions stated clearly? Is the behavior in each objective tested by at least one question? Do all questions relate directly to the stated objectives? Are there sufficient questions (preferably 20 or more)? Do the posttest items essentially match the pretest items?
6. Has a revision data sheet been developed to gather data from users regarding: (1) questions missed on pre– and posttest; (2) practice cycle responses missed; (3) student suggestions about the content (relevance, clarity, etc.); (5) attitudes or feelings about the module as an effective instructional instrument?

Techniques

7. Is the content organized to provide a logical flow from one instructional cycle to the next? Does the content sequence build from simpler to more complex concepts and skills as appropriate?
8. Do instructional cycles include opportunities for student response to salient questions, practice problems, or exercises? Does the module prompt active recall of previously presented content? Does the module encourage students to relate prior learning to newly presented material? Are students encouraged to formulate conclusions that are subsequently treated in the module?
9. Are student responses subsequently reinforced by correct answers and/or appropriate discussion? Does the timing of feedback integrate prior learning effectively? Does it encourage the student to continue mental involvement?
10. Are the language and vocabulary suitable for the target audience? Are technical terms clearly defined? Is the script "tight" (not overly wordy) with appropriate reliance on the visual for a significant part of the message?
11. Are various audio and visual stimuli used to stimulate student involvement (for example, special visual and sound effects, overlays, sequential building of complex visuals, etc)? Are student responses frequent and active as well as passive? Do practice cycles vary in length, type of response and level of comprehension or application of knowledge?
12. Does the script engage the student rather than lecture? Do student responses have a high probability of being correct? Are examples frequent, relevant and original enough to hold interest? Is comic relief timely and appropriate? Are principles and concepts related to daily living as often as possible?

Content

13. Is the content accurate and up-to-date? Are essential facts relevant to each objective clearly presented? Are conclusions drawn by the developer or others reasonable, logical and appropriately distinguished from fact?
14. Is the content clearly related to the learning needs of the target audience? Are content, examples, practice exercises, visuals, etc. designed to appeal to the typical age group and background of the target audience?
15. Is the content treated at a level commensurate with the probable background and prior knowledge of the target audience? Are examples, exercises, etc. designed to build from the learner's existing knowledge in an effective, challenging manner?

Media Production

16. Do the clarity, composition, focus, color balance and other technical aspects of the photography enhance the learning process? Does each photograph clearly make its intended instructional point?
17. Do the graphic illustrations and reader slides directly enhance the learner's grasp of the pertinent instructional point. Are they "clean," uncluttered by extraneous information? Do they reflect a variety of materials that are appealing and motivating to the learner?
18. Does the selection of "live" photographs, graphic illustrations and reader slides demonstrate careful matching of visuals to specific instructional objectives? Do the visuals correlate closely to the subject matter at the level of the intended audience, i.e., neither too juvenile nor too advanced or abstract? Does the "mix" of live photographs, graphic illustrations and reader slides promote effective learning?
19. Are visuals held long enough for their instructional impact to be effective, but not boring? Are the visuals and narration complementary rather than conflicting or overly redundant? Does the pacing encourage constant but relaxed attention from the learner?
20. Is the narration clear, warm and pleasant to the ear? Does the narrator use variation of tone and emphasis to bring the script alive and suggest a dialog with the learner? Do music and other sound effects enhance the learner's attention and interest? Are slide advance beeps (if used) as unobstrusive as possible?

APPENDIX E

AGENDA FOR STATEWIDE WORKSHOP

AGENDA
NCRRP WORKSHOP
CENTRAL PIEDMONT COMMUNITY COLLEGE
October 11 - 12, 1979

Thursday, October 11

:00 - 9:30am	Registration, Coffee	Learning Resources Center, Pease Conference Room	
:30 - 9:45am	Welcome, Orientation	Pease Conf. Rm.	Dr. Richard Hagemeyer Lynn Moretz
:45 - 10:45am	Session A--Module Writers	Pease Conf. Rm.	Chan Lane
	. Elements of Instructional Design . Organizing Script Material . Storyboard Techniques, Script Formats		
	Session B--Media Specialists	LRC 112	Lenny Cook
	. Getting the Most from Your Photographic Equipment . Bellows System . Burn-Ins . Planning Live Photography Sessions		
0:45 - 11:00am	Break		
1:00 - Noon	Session C--Module Writers	Pease Conf. Rm.	Chan Lane
	. Scriptwriting, Editing . Stating the Message		
	Session D--Media Specialists	LRC 100	Mike Robinson
	. Audio Questions/Answers . Getting the Most Out of Your Equipment		
	Session E--Graphics Specialists	LRC 112	Karen Borsos
	. Show, Tell and Share Your Most Useful Art/Graphic Techniques		
Noon - 1:15pm	Lunch (A real treat prepared by Food Service Department)	Citizens Center	

1:15 - 2:15pm	Session F--Instructional Materials Development: A Team Effort	Pease Conf. Rm.	Martha Broc
2:15 - 2:30pm	Break		
2:30 - 3:30pm	Session G--Videodisc Demonstration	Pease Conf. Rm.	Ron Hill
3:30 - 5:00pm	Tours, Optional Activities	Transportation from Visitors Parking Lot	
	*A. College Mart (Shopping Center Experiment)		Cindy Wilso
	B. Campus Audiovisual Applications		Dean Davis
	*C. CPCC on the Square (ABE/HRD Outreach)		Reggie Clay
	*Both sites include PLATO computer based instruction terminals that illustrate outstanding instructional programming.		
	NCRRP Module Sampler	Pease Conf. Rm.	Doris McIlw Bill Perkins
	. A variety of AEE and Vo/Tech modules produced in the project will be available for viewing individually.		
	Personal question/answer demonstration session with Mr. Hill regarding the videodisc.	Pease Conf. Rm.	Ron Hill
6:00 - 7:00pm	Coordinator's Meeting	Hotel	Lynn Moretz

Friday, October 12

8:30 - 9:00am	Coffee	Pease Conf. Rm.	
9:00 - 9:15am	Announcements	Pease Conf. Rm.	Lynn Moretz
9:15 -10:30am	Session H--ABE Developers/ Media Specialists	Pease Conf. Rm.	Martha Holla

. Special Characteristics of ABE Learners
. Adult Performance Level (APL) Objectives
. Considerations for ABE Modules
  1. Reading/listening level, depth of treatment, module length, directions, handouts, etc.

2. Special visual needs, examples, learner involvement, attention to learner's self-esteem, avoiding stereotypes, etc.

. Review/Critique of ABE Module

	Session I--Non ABE Developers/Media Specialists	LRC 112	Ben McFadyen Don Ambrose
	. Energy Module Review/Critique . Discussion of Proposed New Non ABE Modules and Potential Approaches to Their Development		
:30 - 10:45am	Break		
:45 - 12:15pm	Session J--Integrating the Visual/Verbal Message . Coordinating Visual and Verbal Input . Developing Complex Ideas, Concepts in Series of Slides . Using Visual Symbols to Convey Verbal Messages . Eliciting Overt and Covert Learner Response . Simple Versus Complex Visuals . Art Versus Live Photography . Comic Relief . Question/Answer Period	Pease Conf. Rm.	Dr. Ralph Wileman
:15 - 12:30pm	Wrap-Up and Evaluation	Pease Conf. Rm.	Lynn Moretz

The NCRRP module samples will be available and site visits can be arranged on Friday afternoon for those who are interested in a particular A/V application or subject area.

SESSION LEADERS

NCRRP WORKSHOP

October 11 - 12, 1979

Sessions A and C — Instructional Design/Scriptwriting — Chan Lane

Mr. Lane has extensive experience in all aspects of audiovisual module development. While at Guilford Technical Institute, he helped design and produce some of the project's finest modules. He now heads CML Media Services in Winston-Salem.

Session B — Photographic Techniques — Lenny Cook

Mr. Cook has a background in commercial art and design as well as photography. He specializes in outdoor work and has a number of photographs on soft-touch greeting cards. In addition to his free lance photography business, he teaches photography at Caldwell Community College and Technical Institute.

Session D — Audio Techniques — Mike Robinson

Mr. Robinson is an audio engineer with CPCC. He has a number of years experience with both educational and commercial audio applications, including work with Metrotape and Carrowinds.

Session E — Graphic Arts Techniques — Karen Borsos

Mrs. Borsos is the graphic artist with the project at Johnston Technical Institute. She also wrote two modules last year, and photographed one of those. Prior experience includes package design with a division of Phillip Morris and free lance commercial art work.

Session F — Instructional Materials Development: A Team Effort — Martha Brooke

Miss Brooke is a doctoral candidate at UNC-CH in the instructional design of media. She has extensive experience in instructional media development and is author or co-author of several articles on the team approach to instructional materials development.

Session G — Videodisc Demonstration — Ron Hill

Mr. Hill is Assistant Sales Manager of the Magnavision Division of Magnavox, which has developed and is now test marketing the videodisc.

Session H — Developing AV Modules for ABE Learners — Martha Hollar

Mrs. Hollar is Associate Coordinator for Adult Basic Education and High School Diploma programs at Caldwell Community College and Technical Institute. Since October, 1977, she has also directed the Special ABE Literacy Project there. She has worked with the Caldwell NCRRP team since 1977 as a module writer and ABE consultant.

Session I — Review/Critique of Energy Module: Ben McFadyen
Discussion of New Non-ABE Modules — Don Ambrose

Mr. McFadyen is Rural Renaissance Coordinator at Guilford Technical Institute. Since joining GTI in 1978, he has led in the design and production of ABE and blueprint reading modules.

Mr. Ambrose is Director of Media Production at Central Piedmont Community College. His experience includes most aspects of audiovisual production and production management. Before joining CPCC this year, he was News Director of WISTV in Columbia, South Carolina.

Session J — Integrating the Visual/Verbal Message — Dr. Ralph Wileman

Dr. Wileman heads the Instructional Media Department, College of Education, University of North Carolina at Chapel Hill. His creative demonstrations of audiovisual instructional techniques will give you many new ideas.

Tours, Optional Activities (October 11)

Tours:

A. College Mart — Cindy Wilson

Miss Wilson is Director of the CPCC College Mart project, an experimental store-front location in a west-side shopping mall.

B. Campus Audiovisual Applications — Dean Davis

Mr. Davis is Assistant for Administrative Services. His tour will highlight several audiovisual lab settings as well as the telecourse center.

C. CPCC on the Square — Reggie Clay

Mrs. Clay is an instructor at CPCC on the Square. She has developed a number of ABE modules for the NCRRP.

NCRRP Module Sampler — Doris McIlwain, Bill Perkins

Both Miss McIlwain and Mr. Perkins are former NCRRP Coordinators. They are currently writer/producers in the CPCC Media Services Department.

APPENDIX F

1980-81 MODULE DEVELOPMENT LIST

NORTH CAROLINA RURAL RENAISSANCE CONSORTIUM
MODULE PRODUCTION/REVISION LIST
(58 New, 22 Revised Modules)
1980-81

Institution/Title	Target Audience	Developer
BEAUFORT COUNTY COMMUNITY COLLEGE		Jim Farmer, Coordinator
(New)		
Wild Poisonous Plants: Poison Ivy, Poison Oak, Sumac	ABE	Hagen
Poisonous Domestic Plants: Twelve Common Species	ABE	Hagen
Plant Structure: Stems	VT	Hodges
Plant Structure: Leaves	VT	Hodges
Law Enforcement Procedures in Delinquency Proceedings	VT	Smith
Learning to Type with the Right Hand: Part IV	VT	Hopkins
Learning to Type with the Right Hand: Part V	VT	Hopkins
Learning to Type with the Right Hand: Part VI	VT	Hopkins
(Revised)		
Human Relations in Cosmetology	VT	Buck
Hygiene (Cosmetology)	VT	Buck
BLUE RIDGE TECHNICAL COLLEGE		Laurel Krautwurst, Coordinator
(New)		
Exercising for Physical Fitness	ABE	Wittman
Changing Jobs	ABE	Dalbec
The U. S. Legal System	ABE	Vitale
Coping with Stress	ABE	Reed
Good News! Part II - More Reading Exercises with the Newspaper	ABE	Elliott/Krautwurst
CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE		David Pipes, Regional Coordinator; Marischa Cook, Coordinator
(New)		
Using the Dictionary	ABE	M. Pipes

Institution/Title	Target Audience	Developer
Salt in the Diet	ABE	Caldwell
(Revised)		
The Job Success Formula	ABE	D. Pipes
CENTRAL CAROLINA TECHNICAL COLLEGE		Anne Geer, Coordinator
(New)		
The Basic Wardrobe	VT	Cooper
The Electromagnetic Spectrum	VT	Bradford/Ratliff
The Spectrophotometer	VT	Bradford
The Battery - Points - Coil Ignition System	VT	Anderson
The Energy Transfer Ignition System	VT	Anderson
The Magneto - Capacitor Discharge Ignition System	VT	Anderson
Introduction to Blueprint Reading	VT	Geer
Pneumatic Guages	VT	Ryser
CENTRAL PIEDMONT COMMUNITY COLLEGE		Lynn Moretz, Consortium Director, Coordinator
(New)		
Ratio: Part I	ABE	Watson
Ratio: Part II	ABE	Watson
How to Solve a Proportion Problem	ABE	Watson
Prepositional Phrases	ABE	Patterson
Success as a Single Parent	ABE	Hill
Stress in Single Parent Families	ABE	Gestwicki
Visiting Hours Aren't Over... Just Overdone!	ABE	Guion
Words, Words, Words: Part IV	ABE	Trevor
Pet Care, Childhood Responsibility and Human Health	ABE	Sutton
Copystand Photography	VT	Rominger
Sizing Solar Collectors: Part III	VT	Greene
Dividing Partnership Profit and Loss	VT	Moretz
Elements of Manufacturing Cost	VT	Moretz
Process Cost Systems and Equivalent Units of Production	VT	Moretz
(Revised)		
Finding the Right Job for You: Interests	ABE	MCC/Stevenson

Institution/Title	Target Audience	Developer
Where Do I Go From Here	ABE	MCC/Stevenson
What Do You Know About Your Occupation	ABE	MCC/Stevenson
Density: A Property of Matter	VT	MCC/Jenkins
Four Southern Pines	VT	MCC/Maple
Manicuring	VT	MCC/Johnson
Fats in Your Diet	ABE	CPCC/Clay
The Job Interview	ABE	CPCC/Whitman
EDGECOMBE TECHNICAL COLLEGE		Kathy Munday, Coordinator
(New)		
Banking Services	ABE	V. Brooks
High Blood Pressure	ABE	Stroud
Getting Your GED	ABE	S. Brooks
Nutrition for the Unborn Child	ABE	Horne
Planning for Retirement	ABE	White
(Revised)		
Reducing the Risk of Heart Disease	ABE	Glynn
GUILFORD TECHNICAL INSTITUTE		Ben McFadyen, Coordinator
(New)		
ABE Learner Characteristics	ABE Instructors	Bridges/McFadyen
Listening with Eyes and Ears	ABE Instructors	Bridges/McFadyen
Teaching the Elderly Adult	ABE Instructors	Bridges/McFadyen
ABE Instructor as Counselor	ABE Instructors	Bridges/McFadyen
On Your Own in the Field	ABE Instructors	Bridges/McFadyen
(Revised)		
Scripting Sound/Slide Programs: Organizing the Material - Retitled: "Organizing the Information"	VT	Lane/McFadyen
Scripting Sound/Slide Programs: Stating the Message - Retitled: "Designing the Delivery"	VT	Lane/McFadyen
JOHNSTON TECHNICAL COLLEGE		Bob Carpenter, Regional and Local Coordinator
(New)		
A Review of Common Errors in English	VT	Howerton

Institution/Title	Target Audience	Developer
Elements of a Short Story	VT	Howerton
(Revised)		
The Basic Types of Life Insurance	ABE	Carpenter
The Essential Elements of a Contract: Part I	ABE	Carpenter
The Essential Elements of a Contract: Part II	ABE	Carpenter
Using Credit Wisely	ABE	Swinson
Do You Want to Lose Weight	ABE	Cheeley
SOUTHWESTERN TECHNICAL COLLEGE		Bob Clark, Coordinator
(New)		
Pre-Natal Care	ABE	Keeler
Infant Behavior the First Year	ABE	Keeler
It's About Time (Time Zones)	ABE	Jones
Divorce Law in North Carolina	ABE	Jones
Found in Space (Geometric Shapes)	ABE	Weekley
Environment and the Law	VT	Ladd
Testing for Particulate Emissions: The High Volume Sampler	VT	Cansler
Solar Greenhouses	VT	Oldham
(Revised)		
Family Planning	ABE	Harrison
WILSON COUNTY TECHNICAL INSTITUTE		Gary Dew, Regional and Local Coordinator
(New)		
Specialized Servicing Tools for Refrigeration-Air Conditioning Maintenance	VT	Courter
(Revised)		
Survival in the Supermarket	ABE	Mills/Highsmith
Attributes Leading to Promotion	ABE	Furr

APPENDIX G

FINAL ASSEMBLY CHECKLIST

Final Assembly Checklist
NCRRP Module Masters

Title _____

Developer _____ Date _____

Item	Status
1. Are all slides numbered clearly in upper right corner (as inserted in slide tray)?	_____
2. Are logo, title, and copyright slides numbers 1, 2 and 3 respectively?	_____
3. Are all slides inserted properly in slide tray?	_____
4. Are all slides in horizontal format?	_____
5. Is slide tray labeled fully (Title, Institution, Developer)?	_____
6. Is slide tray box labeled fully?	_____
7. Do slide descriptions and numbers on the script agree exactly with actual slides as assembled in master tray?	_____
8. Does the script clearly identify the logo slide as the focus slide?	_____
9. Does the script clearly indicate each slide-change point?	_____
10. Does the script narration agree exactly with the actual taped narration?	_____
11. Is the script clearly typed on the script forms provided?	_____
12. Are all relevant technical data complete on the script form?	_____
13. Is the audiotape master recorded on a previously unused 60-minute cassette?	_____
14. Is the audiotape master cassette fully labeled (Title, Institution, Developer, Advance Mode)?	_____
15. If automatic advance, is the advance pulse 1000Hz?	_____
16. Does the master tape agree exactly with the final typed draft of the script?	_____
17. Are clearly typed final drafts of all associated print materials included?	_____
A. Pretest	A. _____
B. Posttest	B. _____
C. Pretest answer key	C. _____
D. Posttest answer key	D. _____
E. Handouts	E. _____
F. Specified Energy print materials	F. _____
G. Specified ABE print materials	G. _____
H. Specified Blueprint print materials	H. _____
I. Validation data sheet (if available)	I. _____
18. Have all module components been assembled and put through a final, complete critical review that found everything working as planned, conforming to NCRRP specifications, and suitable for distribution?	_____

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES
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